

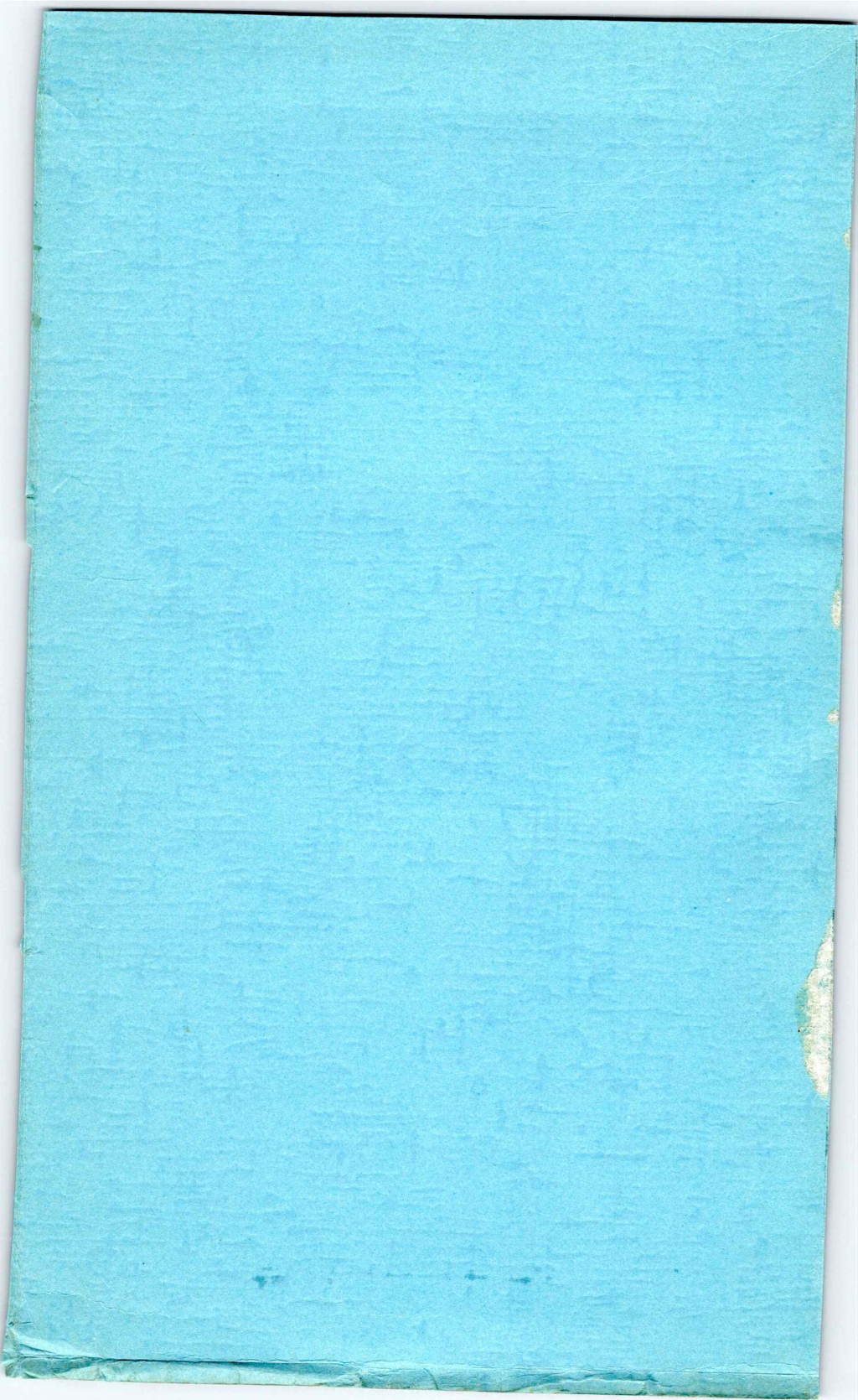
THE  
OTAGO EDUCATION BOARD

1856 - 1956

*A BRIEF HISTORY*

Published by the Authority of the Otago Education Board  
to mark its hundredth year of existence as a local authority







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J. I. FRASER, M.B.E., LL.B., *Chairman*

R. F. PHILLIPPS, *Secretary-Manager*







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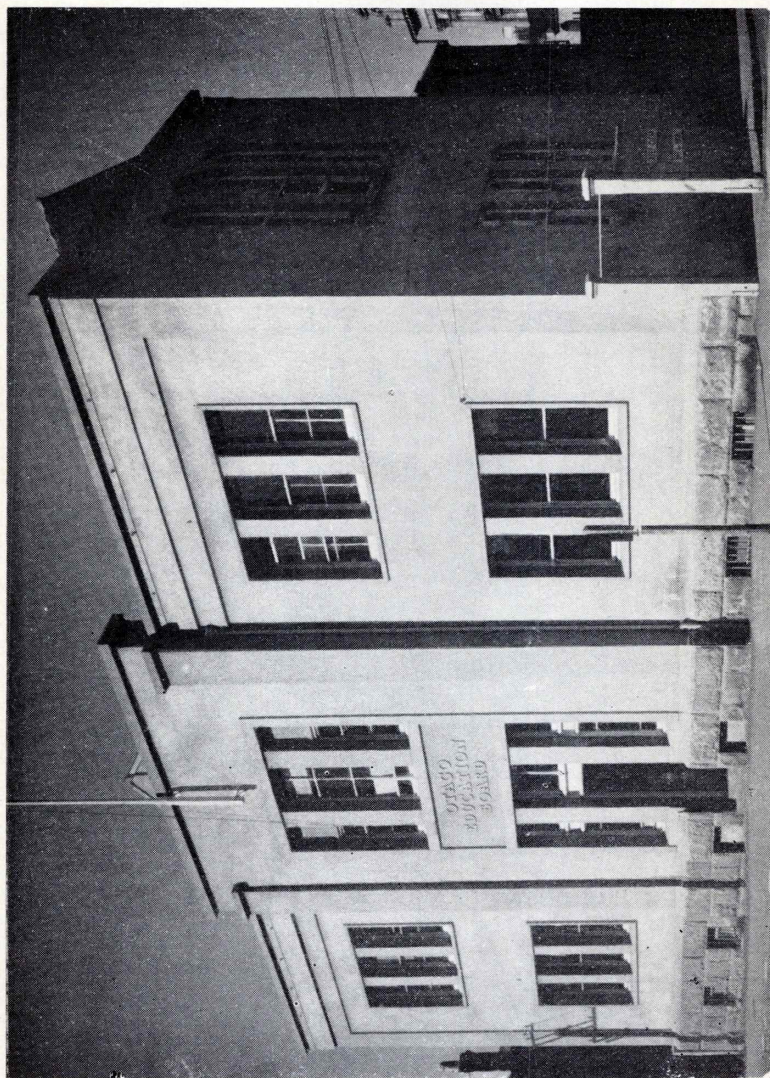
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EDUCATION BOARD OFFICE





JOHN IRA FRASER, M.B.E., LL.B.

Chairman Otago Education Board  
March, 1947 to November, 1956.

## INTRODUCTION

As Chairman of the Otago Education Board in its centennial year, I am pleased to have the opportunity of writing the foreword to this booklet.

The booklet has only one object—to present in as brief and accurate a manner as possible the activities of the Otago Education Board during the hundred years, 1856-1956. It is not a comprehensive history of the organisation and development of education in Otago during the period and, therefore, should not be regarded as a text book nor indeed as a book of reference. It is, in the main, a collection of what is considered to be interesting and important excerpts from official and unofficial sources. Those who read it cannot fail to be impressed by the growth and changes made in the education system from both the professional and administrative angles during the period. It emphasises that history is as alive as is the present day and is indeed only the present completed.

The Board wishes to express its thanks to those responsible for the compilation of this record, e.g. Messrs. J. McK. Miller, who wrote the main body of the history, C. R. McLean, G. W. Carrington, A. Milne and D. Forsyth; and to Mr. D. Forsyth who finally co-ordinated and edited the various manuscripts.

J. I. FRASER,  
Chairman.





## CHAPTER I

### THE PRE-EDUCATION BOARD PERIOD

IN 1856 when the Otago Board of Education came into being, the New Zealand Company's Scottish-Presbyterian Settlement, which had not developed exactly on the lines originally planned and expected, had been occupying, for eight years, portion of the 400,000 acre block of land which Mr. Tuckett had selected and purchased from the Maoris for £2,400.

Prior to 1847 conditions in Scotland, the Enclosures, the agitation for political democracy, the unchristian exploitation of the weak by the strong, and the Church Disruption, all of which were in action together, must have had a serious effect on the peoples' attitude towards life, and made emigration an attractive proposition. The character and the ideals of most of the people who offered themselves as settlers for Otago were of a genuinely high quality, and this must have caused the promoters and the organisers of the Settlement Scheme to take fresh courage after their initial failures and delays.

The story of the voyage and landing of the passengers of the first two vessels—the *John Wickliffe* and the *Philip Laing*—requires no retelling here. Towards the end of 1847, prior to the vessels' departure, the General Assembly of the Free Church of Scotland "highly approved" of the religious and educational principles on which it was proposed to conduct the Settlement.

Organised education in Otago did not commence in 1848 when the first settlers arrived. It really began, in Scotland, some time earlier when the plans for the Otago Scheme were made. Captain William Cargill, the leader of the expedition, who was to be the New Zealand Company's agent in Otago, was a passenger on the *John Wickliffe* which carried 97 persons, many of whom had no claim to being "Scotch" or of the Presbyterian faith. The Rev. Thomas Burns, the first minister, and Mr. James Blackie who had worked with Mr. Burns as a teacher in Portobello, Scotland, and who had been appointed schoolmaster of the settlement by the Otago Association, were among the 247 people aboard the *Philip Laing*.

Of the *Philip Laing* passengers, 93 were children under the age of fourteen, and for them the ship's routine included "school" twice daily, at 11 a.m. and 4 p.m. Mr. Blackie superintended the school work, but had the assistance of six or eight of the better educated passengers, each of whom took a class. The smaller group of children on the *John Wickliffe* also



received some instruction, Mr. Henry Monson who later became gaoler in Dunedin acting as Master, and Miss Westland as Matron.

It was unfortunate that for several months the training of the children apparently had to cease. With the women, many had to remain for part of that period on board ship at Port Chalmers, while the men were busily engaged erecting temporary shelters close to the beach in Dunedin, in the area between what is now Rattray Street and Dowling Street—the locality where the building that was to do service as church, school and public hall was erected a few months later. The site of this latter building was substantially where the warehouse of Sargood, Son and Ewen, Ltd., now stands.

In the original plans of the settlement, out of the 400,000 acres purchased, 144,600 acres were to be divided into 2,400 properties each of which was to consist of  $60\frac{1}{4}$  acres, in three separate portions— $\frac{1}{4}$  acre of town land, 10 acres of suburban land, and 50 acres in a rural area. The price of the land was to be £2 per acre, or £120 10s. per property, and the purchase money of £289,200 (if all the land was sold) was to be apportioned in the following ratio:

3/8ths for emigration and supply of labour.

2/8ths for civil uses, i.e. surveys, roads, bridges, etc.

1/8th for religious and educational purposes (to be administered by trustees).

2/8ths for the N.Z. Company on account of its capital and risk.

The share for "religion and education" was estimated to produce £36,150. Against this was to be charged the cost of 100 properties (£12,050) which were to have formed the estate of the trust.

This would have left the trustees with £24,100 from the land sales, for current use, but unfortunately this expectation was not realised.

The trust's estate was designed to produce, in the form of rents, the revenue required to maintain the churches and schools, after the initial outlay had been met.

By a deed of trust the Lay Association and the Purchasers of Land appointed trustees of the funds to be appropriated for religious and educational uses. These trustees were to "take" plans and specifications for churches and schools, have buildings erected, and in each case, to pay the stipend of the minister and the salary of the teacher. In this way the settlers were to be assured of churches in which to worship and schools in which to have their children educated.

Under a deed of constitution for church and schools, the same parties—the Lay Association and the Purchasers of Land—declared their desire and intention that the Church of the Settlement, *with the schools attached thereto*, should be formed upon the model of the Free Church of Scotland. This was to



be planted as a branch of the Free Church, to be governed according to "its doctrines, policy and discipline".

Subject always to the approval of the Presbytery, schoolmasters were to be nominated, appointed, and, if necessary, removed, by a joint meeting of the minister, elders and deacons (in other words, the Deacons' Court) of the congregation to which the school was attached. In each case the school was to be under the superintendence of the Deacons' Court, which was to fix the fees to be "exactd" from the children. Orphans and poor children could be admitted without charge. Repairs of church and school were to "belong" to the Deacons' Court.

Those who formulated this scheme had in mind that the settlement should be predominantly a Scottish-Presbyterian one, in keeping with the traditions of Scotland where church and school, minister and schoolmaster, had been the chief agencies in the moulding of Scottish character.

However, "the best laid schemes o' mice and men gang aft a-gley", and notwithstanding the financial provision that had been made under the terms of purchase, the ideal of church and school did not survive. Lack of funds was to become an obstacle to the latter's fulfilment. In due course other forces, too, were to compel the abandonment of this policy of church schools, in favour of a National System—free, secular and compulsory.

### School on Land

At first, there was a great shortage of materials for the erection of buildings for schools and other purposes. It was great news when word went round that the schooner *Eagle* had arrived from Nelson on 30th May with 30,000 feet of sawn timber. On that day the trustees of the Fund for Religious and Educational Uses met. The trustees were the Rev. Thomas Burns, Captain William Cargill, Edward Lee and Edward McGlashan. Of these the first three were at the meeting and they realised that they must act promptly so that the opportunity of getting ahead with the church and school would not be lost. At that meeting, apparently their first in Otago, they were offered, for £70, a wooden building that might serve immediately as church and school. It was felt, however, that the building was too small, so the offer was declined on the grounds that the building was too small and that material was now to be had by the arrival of the vessel from Nelson. Working plans for the church, with windows and other fittings, had been brought out by the settlers. The trustees concluded that a building 34 feet by 16 feet was the proper size for immediate uses, and straightway called tenders for the supply of 5,000 feet of sawn timber and for the building of the "house". Five weeks elapsed before the trustees met and accepted the tender of Thomas Curtis and John Ferguson for a supply of timber and for the erection of the building.



It is interesting to note that on 28th September the Rev. Thomas Burns, writing about the building, said: "We have got up a very neat schoolhouse, constructed of wood, in a very convenient situation, and it is used both for public worship on the Sabbath and school throughout the week." Later this building was enlarged in size.

Of this same building James Barr, some years later in *The Old Identities*, said "It presented to the eye no single feature of comeliness or beauty. It bore the closest resemblance of anything to that of a rough, stone barn, square, ugly, heavy, unhewn. . . ."

The building was opened for public worship on 3rd September, 1848, and later in the same month school commenced and the children's long holiday ended.

Mr. Blackie, who was well qualified as a teacher and able to teach a wide range of subjects to an advanced standard, had, at last, commenced in earnest the work for which he had been brought from Scotland.

In the first few years the school had several changes of teachers. Unfortunately, ill-health dogged Mr. Blackie and after two years he was forced to resign, and left Dunedin for Sydney. He hoped the change to Sydney would benefit him, but he was there only a few months when he died.

Mr. James Elder Brown, of Milton, was persuaded to take temporary charge of the school, but neither he nor Mr. W. J. McKenzie who followed him, held the position for long. The next teacher was Mr. R. M. McDowall who taught there for nearly three years.

For a time during 1851, and possibly at other times, the school had two teachers working together. A minute in the First Church records for June of that year refers to the loss of their "principal" teacher, and to the fact that the school continued to be taught by a young man (probably Mr. McKenzie) who, having had four or five years at college, was perfectly competent to fulfil the task.

Mr. William Somerville, who followed Mr. McDowall, remained for two years, until 1856. Mr. Alexander Livingston, who had been selected in Great Britain and brought to Dunedin to be rector of the proposed High School, took charge of the school in 1856, when it became a State school under the newly formed Otago Board of Education.

School was opened and closed daily with devotional exercises, and in the upper classes the pupils received instruction in the Shorter Catechism. Slates and copy books were used for writing. Most of the writing was done in ink, with quill pens, a large supply of which had been brought from Britain.

There was an annual public examination which was attended by a fair proportion of parents, as well as by the office-bearers of the church and others interested. The minister, the Rev. Thomas Burns, conducted the examination, but others present



had an opportunity to ask questions. The pupils were questioned on such subjects as reading, spelling, geography, arithmetic and even on more advanced subjects such as Latin, which was taken by a small number of older pupils.

The average attendance during the first half-year was 40—18 boys and 22 girls. By 1853 the roll was 100, but it was calculated that there were 139 others in the neighbourhood between the ages of 4 and 14 who had not enrolled. Not only did many children not attend school but the attendance of those who did was irregular, and this made the work of the teachers difficult. School fees were levied as from 1st August, 1849, the charge being 2/- per quarter for every child learning English and reading, and 3/- for all others. The fees were paid quarterly, in advance, to the teacher, who was responsible for them to the Deacons' Court.

The school building was virtually a community centre because, in the earliest days, there were no other public places in which meetings could be held. Public meetings, lectures, soirees and gatherings of all kinds were held there until a building was erected for the Mechanics' Institute and opened on 8th January, 1853, when this became a regular meeting place.

### **New Schools Appear**

The Dunedin School had not been functioning for many months before private individuals, realising that the scheme for the establishment of church schools had had but limited success, felt it was time to act on behalf of their children and their community.

Under the conditions prevailing at the time, with means of access and transport virtually non-existent, children in remote places such as North-East Valley and Wakari, especially those of tender years, could not be expected to make their way on foot to the school in Dunedin.

The settlers in those other districts had cause for complaint because each settler who had purchased a property had paid at least £15 1s. 3d. towards church and school, and it was poor consolation to those in outlying areas to realise that while one joint church and school had been provided, available money was insufficient to provide more such buildings in outlying areas. It must be remembered that available money had not only to meet the cost of new buildings, but was also required to meet the salaries of minister and teacher as well.

At least three private schools commenced in 1849. Two of these were at Port Chalmers, one a small school of five pupils conducted by a Mr. Bramley, and the other a school for infants taught by Mrs. Johnston. The third private school was established at Wakari by Miss Dunlop and continued until 1858. The Wakari School was a "wattle and daub" structure, a popular type of construction used by many of the settlers, even



for their dwellings. Posts were sunk into the ground, slabs of beech or other types of timber were nailed across, both inside and out, and the spaces between rammed with cob—a mixture of clay and chopped grass, tussock or straw, the correct preparation of which required some skill—the whole being plastered outside and in with this mixture.

In 1851 there was further development. For some time the congregation of First Church had expressed concern that many children were being neglected educationally, and was anxious that measures should be taken for the establishment of schools in each district so that every child should be taught to read and write. To aid in this, “door” collections were taken at First Church, and both North-East Valley and Port Chalmers benefited from the money raised. The North-East Valley School—a “wattle and daub” one with clay floor—was erected in Pine Hill Terrace near the present site of the Botanical Gardens. The window space in this building was small and the room was gloomy, while only the small children near the front received much benefit from the large open fireplace.

The school at Port Chalmers, erected of wood, was designed for use as a church as well as for a school. The Rev. Thomas Burns opened it as a church in October, 1852, and its use as a school probably commenced in the same year.

The first teacher at North-East Valley was Mr. Alexander Gebbie, who remained there until 1854, when he married Miss Peterson and left to open a school at East Taieri in the new building which Rev. Will also used as a church. At North-East Valley, Mr. Gebbie was succeeded in turn by Mrs. Weston, Mr. Robert Short and Mr. Robert Russell, who taught until the opening of the public school in 1858. The frequent changes of teachers in North-East Valley and in other schools indicate the difficulty experienced in staffing schools. Most of the teachers probably laid no claim to being qualified or certificated, or even to having had previous teaching experience, but were merely persons of good standing and good education who were prevailed upon to accept the responsibility.

About this time *The Otago Witness*, in a reference to a need for schools and teachers, expressed the view that there were many settlers of “good sound education” who might volunteer to spare a little time on this important object where the population was too small to pay a regular teacher. Some of the changes of teachers may have been due to the small salary paid in some of the districts. When Mr. Gebbie left North-East Valley for his new post at East Taieri, the latter position had been advertised in August, and a “fixed salary” was offered together with a house and 10 to 15 acres of land. The salary proved to be £40 p.a., not a great sum for a man who had recently married. He occupied a building, a combined church and school, which had been built from locally raised money.



The text of Mr. Gebbie's letter of appointment was as follows:—

"We hereby engage you as teacher of the East Taieri School for three years from (the middle of) October at a salary of £40 with the use of the ground attached to the schoolhouse. It is understood that should a majority of the subscribers be dissatisfied with you before the expiry of the three years, that you remove on three months' notice being given, and we will give valuation for fencing and whatever crop may be on the ground at the time."

Early in 1851 settlers named Carter started a private school in Dunedin for senior boys. Their advertisement from "Layston Cottage" of 1st February of that year stated: "Messrs. Carter wish to receive a limited number of young gentlemen for board and education on the principle of religious, moral and intellectual training. The course of study embraces Latin, Greek, the mathematics, the theory of book-keeping, national philosophy, agricultural chemistry, drawing and the usual branches of polite and useful education. Terms moderate."

*The Witness* wished success to these gentlemen whose school it described as a very desirable addition to the means of education in the settlement, affording an opportunity to those pupils of a more advanced age who desired a higher order of instruction than it had, hitherto, been found necessary to provide in the public schools.

Another school which commenced in Dunedin in 1851, and which is believed to have continued for two years or more, was one for girls. This school was conducted in a room at the lower end of Walker Street, now known as Carroll Street, and was taught by Miss Peterson who, later on, married Mr. Gebbie.

In 1853 the settlers of Green Island Bush—on the hills to the east of Green Island proper—banded together to build their first school, also a "wattle and daub" structure. This was replaced a year later by a much larger building of "posts and clay". The first school was opened in October, 1853, the teacher being Thomas Bell who remained until February or March, 1855. On leaving he was the fortunate recipient of a "purse of sovereigns"—as a token of regard for his service as "teacher of their youth" and at their Sabbath Day meetings. Mr. Bell was followed by the Rev. A. Bethune, who resigned in 1856 to join the pioneers who left Dunedin that year to settle in the recently surveyed district of Invercargill and neighbourhood.

The next teacher was Mr. Adam Wright who was described as a "successful practical teacher from Scotland, and a man of some talent". Mr. Wright, before taking up duty, issued this "fetching" public advertisement under the heading "Education and Mathematical":

"Mr. A. Wright respectfully intimates to the parents and guardians of Green Island Bush and its vicinity that he will



enter upon the duties of the public school on Monday, the 17th November, and respectfully solicits the continuance and extension of the patronage which his predecessors have enjoyed, and which it will be his earnest endeavour to merit, by careful and industrious attention to the moral and religious culture and intellectual improvement of the pupils entrusted to his charge."

Then followed the scale of fees which ranged from 7/- to 21/- per quarter.

At Anderson's Bay, some time in the early 'fifties, a private school was started in a house owned by a Mr. Duff near Ross's Corner. The teacher was Mr. Archibald Macdonald. About 1853 the trustees for Religious and Educational Uses set aside a site for a school in the district, but there is no record of a school having been erected at that time. Mr. William Somerville, who had taught at the first Dunedin school for over two years, also taught a private school at the Bay, commencing in 1856.

The beginnings of some of the schools recorded here are rather obscure. Not all the schools were continuous, and it is quite possible that others may have existed at the time. Enough has been stated, however, to show that in many of the districts adjacent to Dunedin some provision was made for the education of the children prior to the coming of the Otago Board of Education in 1856.

### **Pre-Settlement Teachers**

Whilst Mr. Blackie was the first full-time, qualified teacher in Otago, it must be borne in mind that others whose duties included that of teacher had been in the field much earlier. The earliest was probably Dr. Joseph Crocombe who taught part-time at Waikouaiti as early as 1838. Dr. Crocombe was engaged that year by Mr. John Jones, who had acquired extensive interests in the Waikouaiti district. Mr. Jones had brought from Sydney a number of families who had emigrated from the South of England and who required school facilities for their children. Dr. Crocombe was a man of parts for he acted not only as teacher to the European families but as district medical adviser and as clerk of the store conducted by Mr. Jones.

The early missionaries, too, must be given credit for providing instruction to the natives of Waikouaiti, both children and adults, in pre-settlement days. The Rev. James Watkin, Wesleyan missionary, with his family, arrived at Waikouaiti in May, 1840. His wife assisted him in the evenings when, in their kitchen by candlelight, they held classes for native women and girls. In 1844, Watkin was succeeded by Rev. Charles Creed who, with his wife, carried on similar educational work for seven years. While Mr. Watkin was at Waikouaiti he appointed a young Maori, Hoani Wateri Korako, to be the first native schoolmaster at Otakou, which was in Mr. Watkin's parish.



Korako was reputed to have been a youth of superior intelligence, with unusual mathematical skill, and to have been regarded by both Maori and pakeha as a very able teacher.

Another early missionary who succeeded as a teacher was the Rev. J. F. H. Wohlers, a representative of the North German Missionary Society, who settled in 1844 on Ruapuke Island at the eastern end of Foveaux Strait. Wohlers, who laboured under extreme difficulties, was reported to have been a proficient teacher of English, and in the course of his ministrations to have set aside a part of each day for giving the Maoris formal instruction in the three R's. Wohlers continued his work with efficiency until the time of his death in 1885. Just prior to that he had tendered his resignation, and had received from Mr. John Hislop, then Secretary for Education in the N.Z. Education Department, a letter expressing the appreciation of the Minister of Education (Mr. Robert Stout) and the Government for his devoted labours and the success that attended his arduous efforts to teach and civilise the natives. Ruapuke Island was, in the early years, within the territory of the Otago Board of Education, and it is therefore fitting that the work of the Rev. J. F. H. Wohlers should be recorded here.

To conclude this pre-Board period it is just to state that although the well-conceived plan for a religious and educational trust, whereby churches and schools would have been erected throughout Otago, had not been wholly successful, the Church, through its first congregation and its members in the outlying districts, had kept the spirit of the trust as far as its resources would allow. In most of the places where buildings had been erected these had been used for both church and school, in keeping with the original intention.

The year 1856 marks the end of the first era of education in Otago. Subsequently the Church combined for a time to play a part, a greater part indeed than some people desired, but control passed to the newly-formed Board of Education and to a lesser degree to the newly-elected School Committees. Private schools, of which many had been established, were taken over or replaced by Board of Education schools, though no obstacle was placed in the way of their continuance. For a time many continued to function, and new ones actually sprang up here and there. The Board of Education of Otago, however, was there to stay.



## CHAPTER 2

### THE PROVINCIAL GOVERNMENT PERIOD

1856 - 1877

#### Brief Background

The early settlers in different parts of New Zealand brought with them the "home" pattern, which at first served as a model for colonial education based on the current British "philosophy of education".

There was a tendency to transplant, irrespective of the new conditions and the new life, and to maintain a nostalgic reverence for the cultural and educational pattern left behind. Individualism was the predominant philosophy of the early nineteenth century. Our system to-day bears the impression of the nineteenth century democratic individualism.

In England education for the masses began as a charitable service by the rich for the poor. Later it was developed as a social necessity, e.g. to occupy the children excluded from the mines and factories, as an insurance against civil disorder, and to provide a docile and efficient labour force.

The Scottish system and concept—which greatly influenced Otago from the beginning, and in the 'seventies spread its influence through the rest of New Zealand—was different. There had been parish schools in Scotland in the villages since the 12th century, and by the beginning of the 19th century the system was general. True, small fees were charged, but the system was extremely democratic for that period, with little, if any, social distinction. In addition to primary education many of the schools provided higher education up to University Entrance level. These secondary "tops" to primary education were later introduced into Otago, and so to New Zealand, as "district high schools". In Scotland the secondary grammar schools were not the "preserves" of the rich, but were open to all who had the ability, e.g. to the "lad o' pairs". Yet this Scottish contribution had two features which later caused obstacles to a truly democratic system in New Zealand at the beginning of her second century. They were "selective" and their "academic" tradition was deep-seated. It is necessary that we understand this background if we are to gain a clear picture of the educational development in Otago.



## Provincial Government Introduced

This period is perhaps the most interesting in the story of Otago because men from among its own settlers proved themselves men of vision and inspiration. These were the men who evolved a public system of education that, even with its faults, was to remain the pattern for more than 30 years. The period has also been spoken of as the Period of Education Ordinances—important Education Acts. The first appeared in 1856. An Ordinance framed in 1861 did not receive the Governor's signature and was amended to become the Ordinance of 1862. A further Ordinance became law in 1864, and a Grammar School Ordinance in 1869. There was still another Education Ordinance brought forward in 1872, but it did not receive a third reading and so did not become law, the 1864 Ordinance with an amendment, made in 1865, actually holding force till the end of the provincial period.

The first Otago Provincial Council (Otago then included Southland) was elected in 1853. The next year it adopted a resolution expressing the opinion that an educational institution, or high school, should be established in Dunedin, with at least two teachers who were competent to teach the higher branches of a liberal education and were able to train others for the teaching profession in the rural districts of the province. A special committee consisting of Mr. Archibald Anderson (Speaker) and Messrs. Gillies, Harris, Reynolds and Macandrew was set up to consider what steps should be taken to effect the objects outlined in the resolution.

In October, 1854, several resolutions on the subject of a general system of education were tabled and, after some amendments, were passed by the council in the following form:

"That it is the opinion of this House that provision should be made from the public funds of the Province, or by assessment, for providing a liberal education to the whole children of the Province, so far as practicable."

"That this House is of the opinion that permanent provision for such education should be made by special ordinance or ordinances of this House, setting down clearly and distinctly the character of the education to be provided, and the mode in which such provision is to be made."

"That this House is of the opinion that in the meantime, and as an approximation towards effecting the object desired, a proper Grammar School or Academy should be maintained in Dunedin, wherein will be taught all the branches of education necessary for qualifying the pupils for entering a University, and that in the meantime one teacher qualified to teach said school should be provided; that a superior female teacher is also necessary for Dunedin; that a well-qualified teacher is necessary for Port Chalmers; and that at least three other teachers are necessary for other localities in the Province."



"That this House approve of the recommendation made by His Honor the Superintendent in the Appropriation Ordinance, to provide for the passages of these teachers, and also necessary school apparatus, out of the public funds of the Province."

"That this House recommends to His Honor the Superintendent to provide for the Province the number and character of teachers above mentioned, and approve of the proposal of His Honor that these teachers should be selected on the recommendation of the Government School Inspectors for Scotland, and the Rectors of the Free Church Normal Schools in Edinburgh or Glasgow: And further this House authorises His Honor the Superintendent, in name of the Provincial Council, to guarantee to such teachers, during good behaviour, remuneration for their services at not less than the following rates per annum, viz.:

The teachers of the Dunedin Academy, £200, or not more than £300.

The female teacher, £100.

The teacher for Port Chalmers, £100.

Each of the other three teachers, £100."

"That a respectful address be presented to His Honor praying him to take immediate measures to carry these resolutions into effect."

Sixteen months elapsed before the first of these teachers arrived. Meanwhile, the Government had been giving serious thought to the question of what system of education should be adopted for the Province. Commissioners appointed for this purpose were John McGlashan, James Macandrew, W. H. Reynolds and Peter Proudfoot—all members of the Provincial Council. By public advertisement these Commissioners invited all parties interested who had suggestions to make, to communicate them as early as possible.

No doubt the Ordinance which appeared in the Council three months later, in 1856, was, in effect, the Commissioners' report. The provisions of the Ordinance having become known, there was immediate and strong criticism by at least some of the settlers regarding certain of the proposals. At a meeting that was held, over 200 persons were present. Resolutions relating to the constitution of the Board, a proposal to levy a poll tax on all adult male citizens, and regarding the proposed use of the Shorter Catechism, were unanimously passed.

The Government took notice of these resolutions and made some amendments. The constitution of the Board was altered, though not in the way requested; the use of the Shorter Catechism as the standard of religious teaching was dropped, but the poll tax remained.

The following is an outline of the 1856 Ordinance as it emerged in March of that year:—



A Board of Education known as "The Otago Board of Education" was established to consist of the Superintendent of the Province, members of the Executive Council, the rector of the High School, and two members of each school committee. The Board was to appoint a secretary; the Superintendent was to be Chairman, ex officio; and at least two general meetings were to be held a year.

The High School was to be open to both boys and girls who, in their advanced classes, were to be taught separately.

Educational districts were to be established within the Province as the Board thought necessary.

School inspectors, with wide powers of inspection, were to be appointed from time to time, as required.

The Board was to lay before the Council, on or before the 15th October in each year, a report on the transactions of the Board up to 30th September immediately preceding, and in such report was to state the number of schools in every education district in the Province, the statistics of school attendance, the number of additional schools required, and what changes and alterations had taken place in regard to these matters since last report.

The Board was to exercise a general superintendence over the schools and make regulations for carrying the ordinance into effect. These regulations were to deal in particular with the inspection of schools, the appointment of teachers, and the election and procedure of school committees.

When the Board was satisfied that a school was required, it was to call a meeting of "persons liable to assessment, residing in the district", at which steps requisite for the establishment of the school were to be decided, and seven members elected to constitute the committee for the ensuing year. To these seven members the Board had power to add three more.

(Note: In those days the school was always termed "the schoolhouse"; the teacher's residence was "the schoolmaster's house".)

Committees were to assist in providing all requisite accommodation for the teacher and the pupils, including where possible "a commodious schoolhouse, with suitable maps, plans and furnishings, also a dwelling house for the schoolmaster consisting of at least three compartments, together with a piece of ground not exceeding ten acres in extent, properly fenced." The cost of all this was to be defrayed out of the annual educational appropriation of the Council.

The committee was given full power, subject to a faithful observance of the provisions of the Ordinance, to select the schoolmaster and control the general management of the school.

Teachers were authorised to levy fees, payable at rates to be determined by the Board, such fees to be "imputed pro tanto" of their salaries—the balance of the salary to be raised



by the imposition of a poll tax upon the adult males residing in the Province, not exceeding £1 per head, but if not paid within 30 days to be increased to 25/-, and recoverable summarily by distress upon the mere warrant of a J.P. Every candidate for the office of schoolmaster was to produce a certificate signed by a minister of the denomination to which he belonged, attesting his religious and moral character, and, save in the case of the teachers specially selected in Great Britain, he was to be subject to an examination prescribed by the Board, at which examination the committee could be present and suggest questions. If any two heads of families accused the master of teaching opinions at variance with the doctrines of the Holy Scriptures, the committee, with such assistance as the Board might direct, was to hold an inquiry, and if the charge was proved, the master was liable to censure, suspension, or dismissal. Certain hours for religious instruction were to be fixed by the committee, but children were not bound to attend these if their parents or guardians objected.

Although the constitution of the Board included the rector of the High School and representatives from each school committee, there was as yet no rector, nor were there any school committees, so that, initially, the Board consisted of the Superintendent, Captain Cargill, and the members of the Executive Council—Messrs. John McGlashan, Peter Proudfoot and W. H. Reynolds. Mr. McGlashan, already Provincial Solicitor and Treasurer, became Secretary of the Board without additional salary.

The Board lost no time in creating a number of educational districts and in calling meetings for the election of committees. The districts nominated were Dunedin, East Taieri, Green Island Bush, Tokomairiro, Port Chalmers, Clutha, Anderson's Bay, Halfway Bush, North-East Valley, Waihola and West Taieri. Schools were already in existence in several districts, and those in the first five named above had the distinction of being declared public schools during the Board's first year—1856. They thus became the oldest public schools in Otago.

In April, 1856, Mr. Alexander Ayson and Miss Margaret Dods arrived in Dunedin, as teachers selected in Great Britain, and were appointed to the schools at Tokomairiro and Dunedin respectively. In October of the same year Mr. Alexander Livingston, selected as rector of the High School, arrived and took up duties in the Dunedin Public School, while Mr. Colin Allan commenced teaching at Port Chalmers and Mr. John Hislop at East Taieri. Mr. Adam Wright, who arrived by the same vessel, went to the school at Green Island Bush. He was not one of the teachers selected by the Government's representatives at Home, but later he asked the Board to place him on the same footing as the other teachers and to refund his passage money. His request was ordered "to lie on the table".



The information supplied concerning the first five schools in the Board of Education's first report included:—

<i>District</i>	<i>Teachers</i>	<i>Salaries</i>	<i>Fees</i>	<i>Average Attendance</i>
Dunedin	A. Livingston (Rector)	£250	£145 19 10	101
	A. Livingston (Assistant)	£100	—	—
	Miss M. Dods (Assistant)	£100*	£43 16 2	14
East Taieri	John Hislop	£100	£40 10 8	36
Green Island Bush	Adam Wright	£100	£32 0 0	20
Port Chalmers	Colin Allan	£100	—	31
Tokomairiro	Alex. Ayson	£100	£20 17 5	34

\* Plus rent allowance £24

It is interesting to note that, in its advertisement calling a meeting to consider the establishment and maintenance of a public school in Dunedin, and to elect a school committee, the Dunedin educational district was described as including Halfway Bush, Upper Kaikorai, Wakari, North-East Valley, Anderson's Bay, Caversham and Forbury. The meeting was held in the schoolhouse on Friday, 18th April, 1865, at six o'clock in the evening. Only persons liable to assessment, i.e. male adults of 21 years or over, were eligible to attend. This meeting refused to elect a committee until an assurance was given by the Board that their power of nomination would not be used.

At a special meeting of the Board held on 30th May, 1856, there were present three Government nominees—Messrs. McGlashan, Reynolds and Proudfoot, and four representatives of school committees—David Howden and William Martin, of Green Island, and Rev. Wm. Bannerman and J. Burnside, of Tokomairiro. Green Island and Tokomairiro, in that order, had been the first to form committees and elect representatives to the Board.

This Board meeting was historical in that it was the first at which representatives of school committees sat with representatives of the Government.

It should be noted, too, that the school committee representatives outnumbered those of the Government. After lengthy discussion at that meeting, centring round the committees' emphatic objection to a clause empowering the Board to nominate three members of each school committee, the Board bowed to public opinion, and in a newspaper advertisement "cheerfully" gave an assurance that it would not exercise the clause which had caused so much opposition on the part of committees. Because of this assurance, the Dunedin meeting, when next held, proceeded to elect its committee of seven. The result of the ballot was: John Hyde Harris (86 votes), Charles Smith (81), William Henry Cutten (81), William Carr Young (73), William Langlands (67), Alexander Chalmers (56), and Alexander Rennie (51). Messrs. Cutten and Young were elected the committee's representatives on the Board. Green Island had already elected Messrs. David Howden and William Martin, and



Tokomairiro Mr. J. Burnside and Rev. Wm. Bannerman to the Board. Other educational districts elected committees, and the following were their representatives on the Board:—East Taieri, Messrs. W. Stevenson and D. W. Oughton; Port Chalmers, Messrs. Lewis and Seaton; Clutha, Messrs. A. Anderson and James Brugh (father of the late Mr. W. R. Brugh, for many years a member of the Otago Education Board and the Otago High Schools' Board, and a former president of the Otago Early Settlers' Association).

The first annual report of the Otago Board of Education was for the period ending 30th September, 1857. It showed that 11 educational districts, named above, had been established. (The formation of a district was the first step to the election of a school committee, and the establishment of a public school, but the election of a school committee did not necessarily mean, as it does to-day, that a public school had been established.) In the first year only the five districts noted earlier had had schools established.

For some years dissatisfaction with the 1856 Ordinance had steadily increased, as had dissatisfaction with the Board of Education administration or, it was claimed, lack of administration of that Ordinance. A section of the Council, led by John Hyde Harris, were by 1859 demanding that a new Bill be drafted. By 1860, a new Provincial Council under Superintendent Macandrew actually had a resolution passed resolving "to vote no further sums for Educational Buildings until the Government bring in a measure for the alteration of the present Educational Ordinance". McGlashan, the Secretary to the Board, became involved in the argument, but financial pressure forced his and the Board's hand. As already indicated, a new Ordinance was prepared and "passed" in 1861, but because of a technicality it was not signed. However, one of its provisions was acted on, and Mr. John Hislop, of East Taieri School, was appointed to replace McGlashan as Secretary, and became, in addition, Inspector of Schools. The Ordinance was re-introduced and passed in 1862.

Besides providing for a full-time Secretary and Inspector of Schools, the new Act provided that the Board was to provide sites, erect and furnish schools and build teachers' houses. The Board was to provide up to £50 p.a. towards the teachers' salary and half the cost of school maintenance. The respective educational districts were to find the rest of the necessary finance from fees, donations, subscriptions, and, if necessary, from rates to be levied by them. A school committee for each educational district was to be elected by the owners and occupiers of land, and the householders within the district. Teachers were to be elected by the school committees, no election being valid until the person elected produced a certificate of fitness from Her Majesty's Committee of the Privy Council on Education or from the Board's Inspector of Schools.



In the Ordinance of 1862, too, the Board was reconstituted and named the Otago Education Board, the representatives of school committees and the rector of the high school were dropped, and the Speaker of the Provincial Council added. After this change the Board consisted of the Superintendent of the Province (at that time Mr. John L. C. Richardson), the five members of the Executive Council (at that time Messrs. Thomas Dick, James Kilgour, John McGlashan, John Paterson and William Hunter Reynolds) and the Speaker (Mr. Thomas B. Gillies). This change had been forecast by a resolution of the Council in 1858, which stated that the Board, consisting of Government nominees and the members from all the educational districts of the Province, had, because of loss of time suffered by members living in remote districts, and from other causes, resulted in dissatisfaction and inconvenience, and required amending. The fact was that with a growing population and wider settlement, the Board had become too cumbersome. There were in 1862 a total of 19 educational districts and if each district had appointed the two representatives to which it was entitled, the Board would have consisted of no less than 43 members, including the Provincial members. A change was necessary, but the change effected meant that the committees no longer had representation, and that, in effect, the Provincial Government was in supreme control.

About this time encouragement was given to teachers to form Book Clubs and Mutual Improvement Associations.

A complete set of registers was now in use in all schools, causing the statistics of attendance and other information relating to the schools to be more nearly complete and reliable.

School fees were still to be levied from the scholars attending the several public schools, but committees were authorised to remit them in case of poverty. The authority given in the 1862 Ordinance, regarding school committees defraying a portion of school expenses by the imposition of a school rate upon hereditary property, was renewed in the 1864 Ordinance, except that the rate was to be imposed only if "indispensably" necessary, and then on the rental value. The 1864 Ordinance required committees to find one third of the cost of new buildings and full cost of maintainance and replacement. This increased responsibility for committees was lightened by an amendment in 1865 by which the Government contribution to teachers' salaries was increased from £50 to £100, and with this the levying of rates came to an end.

### **Rating for Educational Purposes**

The imposition by the 1856 Ordinance of a poll tax on all adult males proved so unpopular that it was never enforced.

Thirteen of the 19 educational districts, during the year ending September, 1863, took advantage of the provision made in the 1862 Ordinance to supplement the school fees by means



of a rate on property. The rates varied considerably in different districts. In Dunedin it was as low as 2d. in the £1, 2,178 ratepayers paying a total of £1,404 8s. 4d., while in Clutha it was 10½d. in the £1, 272 people being levied for a total of £416 12s. 2d. The highest amount paid by any one individual was, according to available records, the sum of £50 8s. Saddle Hill ratepayers had the highest rate, £2 16s. 11d. per person, while Dunedin had the lowest, 12s. 10d. per person. The average over the whole province was £1 5s. 2d., while the total cost of assessing and collecting was £464 17s. 9d. In North-East Harbour, the committee and settlers became so alarmed at the high rate that would have been required (2/6 in the £1) that they agreed to raise the necessary amount by means of voluntary subscriptions, and in this they were successful. At Goodwood, where the number of educable children was very small, the obligation to defray at least half of the teacher's salary caused some difficulty, so the committee took advantage of the teacher's resignation to close the school. In the school districts in that year the Government found £1,240 18s. 8d. for teachers' salaries, the districts raising £4,677 12s. 8d. by rates, subscriptions and fees, making the total income £5,918 11s. 4d. Their total expenditure was £5,397 13s. 3d., leaving £520 18s. 1d. in the hands of the committees at the end of the year.

By the 1869 Ordinance, a special "Grammar School Ordinance", Grammar Schools or Academies were authorised.

### Public Schools Established

As a matter of general interest, some facts are added here about the early schools. Because of paucity of information and scarcity of space these may appear scrappy and rambling, but they will at least place on record such information as is available.

Miss Dods was appointed teacher of a girls' school that the Dunedin School Committee opened in September, 1856. Attached to Port Chalmers was a Side School at Portobello where a schoolhouse had been erected. The teacher, Mrs. Edwards, the wife of a local settler, was appointed in September, 1857, at a salary of £60 per annum.

Each year saw the establishment of additional public schools. Most of them were in the vicinity of Dunedin, but as settlers and their families moved out into the Taieri or Clutha districts, or on to the Peninsula, more and more schools were required. The Dunedin schools were growing in number. The schools at North-East Valley, Anderson's Bay and Halfway Bush (Wakari) became public ones in 1858. Caversham followed in 1861, North Dunedin in 1862, South Dunedin (now High Street) and Brockville (Kaikorai) in 1864 and Morningson in 1865.

The first Taieri School—East Taieri—was followed by West Taieri in 1858, Moeraki Bush (Otokia) and Waiholā in 1859,



North Taieri in 1860, Lake Waipori and North Tokomairiro (Waiholo Gorge) in 1864, Maungatua and Waipori in 1866. Other schools adjacent to the Taieri were Taieri Beach, 1862, Saddle Hill, 1863, Kuri Bush, 1864, and Whare Flat, 1868.

On Otago Peninsula the first schools were at Portobello (1858) and North-East Harbour (1860). On the other side of the Peninsula schools were established at Lower Harbour and at Upper Harbour (St. Leonards) in 1868.

In South Otago, following Tokomairiro (1856), public schools were established in 1858 at Inch Clutha, South Clutha and Warepa, but it was several years before further schools were opened. The next one was at Kaihiku (1864) and then followed Balclutha and Port Molyneux (1865), Kaitangata and Popotunoa (1866), South Akatore (1867) and Hillend, South-bridge and Waitepeka (1868).

The first schools in the Tuapeka district were at Waitahuna Gully (1863), Lawrence (1864), Blue Spur (1867) and Wetherstones (1868). The school at Glenore was established in 1863. It was not until 1868 that schools were opened in the Tapanui district. In that year schools were established at Tapanui and at Moa Flat. It was 1864 before any schools were erected in the heart of Central Otago. That year saw schools opened at Alexandra, Clyde and Cromwell. Teviot (Roxburgh) was a year later, and Blacks opened in 1868. The Maniototo district's first schools were at Mount Ida (Naseby) and Hamiltons in 1865, followed by St. Bathans in 1866. In what is now Southland educational territory the first public schools were built at Arrowtown and Queenstown in 1864, at Nokomai in 1865, and at Switzers in 1868.

There was still little settlement in Strath Taieri, Catlins, Clutha Valley, Wanaka and Hawea districts, or in the hinterland of North Otago. The first school in the Strath Taieri area was at Hyde in 1869, while in 1870 the Catlins, Clutha Valley and Wanaka-Hawea areas were provided with schools at Owaka, Tuapeka Mouth and Albert Town, respectively. In inland North Otago, schools were opened at Maerewhenua in 1874, at Teaneraki in 1876 and at Livingstone and Ngapara in 1877.

By the end of 1868 the number of public schools under the control of the Otago Board of Education was 68. A year before, the number had been 56. By the end of the provincial period in 1877, the total had reached 173, an increase of 117 during the last ten years of the period, or a yearly average of almost 12.

### Teaching Conditions in Early Days

Commencing in 1858, school committees were required to make an annual report to the Board supplying the statistics of the number and ages of the pupils, as well as general observations under various headings. Some of these reports were used



as a means of airing grievances, or of attacking the Board concerning some request or other. The Board in its own report for 1858 referred to the "inability or culpable remissness" of the committees in preparing their reports. No doubt all the committees were pleased when in 1861, Mr. John Hislop was appointed as Secretary and Inspector of Schools to the Board, thus making further committee reports no longer necessary.

Committees' reports showed that a number of schools—Dunedin, Port Chalmers, East Taieri, Tokomairiro, Inch Clutha and North Taieri for some time were compelled to use church buildings as schools, while at Invercargill the school was held in the Court House. In many of the other districts the school-house was a plain rectangular building of wood, with shingle roof, and in many cases the school and the teacher's residence were under the one roof.

North-East Valley, a typical case, was thus described by the committee: "School and schoolmaster's house under one roof, completely new; size of school 20 ft. x 12 ft. (inside measurement) with one fireplace and four windows; built of timber, weather boarded, roof shingle: schoolmaster's house of same materials, three compartments, one fireplace."

In most cases heating in the form of fireplaces was provided. Wood was the only fuel available.

At Green Island Bush, in 1859, the committee reported that £12 would be required to repair the clay walls and clear the drains round the school "as it is falling away from the posts in many places; and it will be necessary to have it whitewashed with lime to preserve it from the effects of the weather."

School furniture consisted of long desks, with long forms for seating. In one school the furniture consisted of two desks capable of "containing" the children, seats for 40, and a desk for the teacher. In another there were three desks for the children to write upon, while in one school conducted in a church the committee reported "desks and furniture, none". In the Dunedin School it was reported that "Many of the children are obliged to write on forms, instead of on desks, and on their knees; others have to use the bookboards on the seats, and stand, while others have to wait till they have done, and take their places."

The text-books in use were the ones imported by the Board and sold to the committees for resale to the pupils. They consisted of the Scottish School Book Association's books and McCullough's series of lessons and courses of reading. The main items of equipment, apart from the text-books, were maps, globes and blackboards. East Taieri gloried in a large slate for class demonstration, lesson sheets for beginners and a few coloured prints of animals.

The three R's featured prominently in the curriculum, which also included such subjects as history, geography, English grammar and composition. Slates and copybooks were in com-



mon use. Homework was set in some, if not all, schools. The Dunedin School included advanced subjects such as algebra, practical mathematics, Latin and Greek, for the senior pupils. Some of the other schools, e.g. Anderson's Bay, also taught Latin, Greek and French, while Port Chalmers included Latin and mathematics as "branches" proposed to be taught. There was evidence of some demand for mathematics, Latin and French, but none for Greek. Shortages of books, including copy books, and of slate pencils, were reported from time to time.

### **The Otago High Schools**

In the first full session of the Provincial Council, in March, 1854, Mr. James Macandrew proposed that a High School be established, having for its object the teaching of "the higher branches of a liberal education". During the second session in 1854, the establishment of a high school formed part of the scheme of public education adopted by resolution of the Council, and the Home agents were directed to engage, in Britain, a gentleman qualified to perform the duties of rector. The 1856 Ordinance contained this clause: "There shall be established in Dunedin, under a rector of superior attainments, and well-qualified assistants, as they are required, a public school to be called the 'High School of Dunedin' which shall be conducted on the principles in the art of teaching most approved and adopted in the best schools of Great Britain." Mr. Livingston, who was selected for the rectorship, was placed, on his arrival, in charge of the first school. At the outset the school, officially designated "The High School", was of necessity a primary one. As time passed, Mr. Livingston, an accomplished classical and mathematical scholar, and a most assiduous teacher, succeeded in imparting instruction in some of the more advanced subjects to several of the pupils who had attained the requisite proficiency in primary subjects. In time the opinion gained ground that in justice to Mr. Livingston he should be placed in his right position as rector of a high school proper. In 1862, when Major (afterwards Sir John) Richardson succeeded Mr. Macandrew as Superintendent of the Province, a Bill was introduced and passed containing the following provisions: "There shall be established in Dunedin a High School to be called 'The High School of Otago'." The same provision was retained, unaltered, in the Education Ordinance of 1864, and under it the High School continued to be administered until the 1877 Act. After that it came under the control of the Otago High Schools' Board. For this Provincial or Otago High School the following masters were appointed:—

Principal and Classical Master: Rev. Thomas Campbell, M.A., late H.M. Wolverhampton Grammar School, Fellow of St. Johns' College.

English Master: George P. Abram, Esq., M.A., late senior scholar and prizeman, Clare College, Cambridge.



Mathematical Master: Daniel Brent, Esq., B.A., late senior scholar and Prizeman, Queen's College, Cambridge.

These gentlemen arrived in Otago on 14th July, 1863. A great tragedy befell a portion of the specially selected party. On the evening of the same date, the Rev. Mr. Campbell, his wife, family and servants, along with some others, were drowned through a collision in the Otago Harbour, up which they were proceeding to Dunedin.

The High School was opened on 3rd August, 1863, the number of pupils in attendance being 60. Mr. Abram was acting rector until Rev. F. C. Simmons, B.A., of Lincoln College, Oxford, was able to take charge in May, 1864. In 1868 Mr. Simmons left to take charge of Nelson College. Mr. J. H. Pope was acting rector until Mr. Stuart Hawthorne, M.A., commenced in 1869. He was followed by Mr. William Norrie, M.A., in 1875, and by Mr. William McDonald, M.A., LL.B., in 1878.

### Girls' Upper School

In October, 1865, the Secretary to the Board reported that a plan was proposed for securing requisite accommodation for a Girls' Upper School and he submitted a scheme for consideration. A portion of the old Hospital Reserve adjoining Moray Place and St. Paul's Church and Parsonage was still unappropriated and for several reasons it appeared to be a suitable site. The buildings already there, without must cost, could be converted into a residence for the head teacher and the boarders, and also into class-rooms. It would be necessary to provide a residence large enough to accommodate boarders from the country. This plan, however, was never carried through, but a school was eventually established in 1871.

In that year, the Board selected as lady principal of the Girls' Provincial School, Mrs. Margaret Burn, formerly lady superintendent of Geelong Ladies' College. Miss A. P. McDougall, formerly of Glasgow, was appointed principal assistant. Mrs. Burn was at first placed in charge of the south wing of the High School building (boys') which was adapted to comprise a residence for the lady principal, a large class-room and accommodation for 10 or 12 boarders. Mrs. Burn remained in charge until 1877, when the control of this school, also, passed to the High Schools' Board.

### High School Scholarships

In 1862, Major Richardson, Superintendent of the Province, placed at the disposal of the Board the sum of £250 for the purpose of instituting and endowing a scholarship in connection with the High School. The Board readily undertook the task of administering the Richardson Scholarship. Major Richardson, at the request of the Board, made the following recommendations which the Board adopted:—



"That the proposed scholarship be established for the benefit of distinguished pupils who are desirous of prosecuting their studies at some University."

"That for a period of five years at least, the money be lent on mortgage of freehold property, and that the interest so received be reinvested and added to the principal."

"That at the expiration of that time the interest of the accumulated sum be apportioned for the purpose above mentioned, to be held by the pupil during the time he may be passing through the University."

In 1869 the rector and masters of the High School reported very favourably on the good conduct and progress of the three scholarship holders, Park, Mackay and Hunter.

### **Grammar Schools**

Reference has already been made to the Grammar Schools Ordinance. In 1869 the Provincial Council passed the following resolution:—

"That the Tokomairiro, Lawrence, Port Chalmers and Oamaru District Schools be advanced to the status of Grammar Schools, and that a rector be appointed to each at a salary of not less than £250 per annum."

The committees of these schools had been in possession of copies of the resolution for some time, and each had stated with what eagerness it would co-operate to make the advanced school a success.

Immediately afterwards the Board agreed to the following details concerning the Grammar School scheme:—

1. The Board to have power to raise to the position of Grammar School the present district schools of Tokomairiro, Lawrence, Port Chalmers and Oamaru, and that a rector be appointed to each at a salary of not less than £250 p.a.
2. Every such Grammar School to be under the charge of a headmaster or rector whose duty it would be to teach the higher branches of education, and to exercise a general supervision over the whole school.
3. There may be employed in any such school, under the direction of the headmaster, a second master, a school mistress, and such number of assistant or pupil teachers as may be appointed from time to time by the school committee with the express sanction of the Board.
4. The headmaster to be appointed by the Board, on the recommendation of the school committee; or by the school committee—such appointment not to be valid until confirmed by the Board.
5. The school committee to have the control of the Grammar School, the same as if it were an ordinary District School.



6. No less than the following rates of salary to be paid: Headmaster, £200; second master, £100; school mistress, £75; provided always the school committee, from school fees and other moneys at its disposal, shall make up the salaries of such teachers to £275, £150 and £100.
7. The Board to have power to provide additional accommodation, but it shall not be necessary to provide a residence for any other teacher than the headmaster.

### **Free Schools for Poor and Neglected Children**

Although scholars were admitted to the district schools of Dunedin at an extremely low fee, and the children of poor parents were educated entirely gratuitously, it had become apparent to careful observers that there was now a class of parent in humble circumstances, resident in Dunedin, who did not send his or her children to the public or any other school. In 1862, when the population of the school districts was 12,579, the number of children of school age was 2,295. The number of children attending Government schools in the previous year, for longer or shorter periods, was 1,249, while the number in attendance for one month (August) was 910.

True, there was now a number of private schools operating in Dunedin, but allowing for that, of the 2,295 educable children in the several districts, about 1,310 were in attendance, thus leaving about 985 who were not receiving school education.

A Mrs. O'Rafferty, a lady residing in Dunedin, moved by the sad case of many children whom she noticed running idle in the streets, rented a small apartment in St. Andrew Street, secured the services of a competent female teacher, and on her own responsibility and at her own expense opened a free school for them. Mrs. O'Rafferty made good contact with the several homes and persuaded many of the parents to send their children to her school. As was to be expected, the walls of St. Andrew Street class-room soon bulged and many had to be refused admission. It was then that Mrs. O'Rafferty, on finding the movement becoming too large, and her own resources too small, approached the Government on the matter.

Convinced of the need for action in procuring suitable educational facilities and training for children who, on account of poverty, depravity, or neglect of their parents, had failed to attend the ordinary district schools, or any other seminary, the Provincial Government procured a vote of money to aid in the establishment in Dunedin of Free Schools for such children.

A number of local gentlemen who had also become keenly interested in this matter had formed themselves into a committee to co-operate with the Government, whereby more commodious accommodation would be provided for the existing Free School. Mr. Hislop, in a report, stated that he had frequently visited Mrs. O'Rafferty's school, and had been much pleased with the manner in which it was being conducted by



the teacher, Miss Connely, who had been trained at a Model or Normal School in Dublin and who possessed satisfactory testimonials as to her character and qualifications. She appeared, by her manner, education and natural attitude, to be well fitted for the work of school teaching, and she had certainly been successful in her present sphere of labour. He understood that a considerable proportion of the children belonged to families whose fathers were absent from home, some being employed on country roads, some at the "diggings" and some searching for employment. It was true that some were the children of careless or worthless parents who would not make any efforts for the school education of their children. There were to be seen in the school young children of not more than three years of age, but in almost every case these were the younger brothers or sisters of older pupils who would have been kept home to watch over these younger ones had they not been allowed to take them along with them. It was the rule of this Free School that no child would be taken from any other school where it had been paying, or could afford to pay fees. This school seemed to be the very type for which money was voted by the Provincial Council. Mr. Hislop begged, therefore, to recommend it to the favourable consideration of the Government. Later Mr. Hislop wrote: "The Government on the recommendation of the committee of gentlemen who had interested themselves in this matter, were pleased to lease a very suitable portion of ground in Bath Street, near the Octagon, and to erect thereon one of the large buildings formerly in use at the Military Barracks. This building was fitted up as a class-room, at a comparatively small cost, and Mrs. O'Rafferty's scholars were transferred to it about eight months ago. The school, which is now taught by Mrs. Whatman under Mrs. O'Rafferty's superintendence, continues in a very flourishing condition. The average daily attendance is from 75 to 80. So satisfactory has been the result of this institution that a committee of ladies resident near Pelichet Bay is at present organising measures for the establishment of a school of the same description in that quarter of the town."

Another free school was opened in Walker Street by a band of ladies who were impressed by the good work being done in the Bath Street School. The expenses of the Bath Street School were met, almost entirely, by the Government, but the Walker Street School had been supported by means of subscriptions, procured by the committee of ladies themselves.

### **The Industrial School**

The first reference to this school is found in the report for 1871, which stated that to the two Free Schools of Dunedin and the Free School in connection with the Benevolent Institution at Caversham, should be added the school department of the Otago Industrial School, under the charge of Mr. R. A. Colee, teacher.



In the report to the Secretary for Education, Wellington, on the Industrial School, Caversham, for the year 1883, Robert Burns, F.R.C.P. Edin., makes this statement: "The number of inmates was 253—159 males and 94 females, ages from two to fifteen years. The general health of the Institution has been good, only one death having occurred—a child admitted moribund, and dying on the day of admission. The main cause for the diminished death-rate I attribute to the removal of the infant department to the custody of private families. . . . I take this opportunity of referring to the outbreak of typhoid fever in the preceding year. Two outbreaks of typhoid fever have occurred in the history of the school, the latter the more serious. That we failed to stop the progress of the fever was due to the impossibility of preventing all intercourse between the sick and the well. New cases occurred principally amongst brothers and sisters of those shut up in the schoolroom. It was only when I determined to admit no new cases to our provisional hospital, but to send them to the public hospital (kindly thrown open to us), that the fever ceased. From the 19th November, 1881, to 20th February, 1882, we had fifty cases with five deaths. After that date we sent five cases to the public hospital, and on 29th March we re-opened the school. Our water supply, if not the purest, is the town supply, got direct from the Silverstream reservoir. Our milk was above suspicion. Our drains were excluded as a factor for originating or disseminating the disease, for drains we have none. The excreta was buried each morning in special pits, at a distance from the school, and from which the fall is into another watershed. Above all, the health of the children was never better. The first case was brought to the school by a child, quite recently admitted, and the second case occurred in a child brought most in contact with him. A few months since we had a fresh case, also a newly admitted child. This boy had been under treatment for a month previously in the Dunedin Hospital for a skin complaint. In the same ward was a case of typhoid fever. We had him removed as soon as the case was recognised and no fresh cases occurred. Prompt detection and immediate removal of any case that may occur in future may be confidently relied on as the simplest and most perfect means of preventing its extension."

### Early Technical Education

A year before the *Philip Laing* and the *John Wickliffe* anchored at Port Chalmers, and 30 years before the Education Department came into being, the Lieutenant-Governor of New Zealand issued an Ordinance (1847) providing for schools to be established, maintained or supported by public funds. This Ordinance prescribed that "in every school to be established or supported by public funds . . . religious education, *industrial*



*training* and instruction in the English language shall form a necessary part of the system to be pursued therein”.

The first Mechanics Institute in New Zealand appears to have been founded in Dunedin in 1851. Winter courses of lectures were given there, more or less regularly, for eight or nine years. In 1859, this Institute amalgamated with the Athenæum which had just been established. For some years winter classes were held with some success. In 1873 the Caledonian Society took an interest in this work and opened classes in the Athenæum. In 1870 the Otago Education Board sent to Britain for an art instructor or drawing master. Mr. David Hutton was appointed to the position and soon had a number of classes for different ages, and for different types of drawing. In 1876, the Normal School in Moray Place was opened and the evening classes and the School of Art were transferred to this school.

At this time the Dunedin School of Art was conducting evening classes in mechanical and architectural drawing as well as in pure art, for nearly 200 artisans.

### **Drawing Master**

Mr. David Hutton, formerly master of the Perth School of Art, was selected to fill the post in Otago and commenced duties in 1870. Two large rooms, originally designed as a post office, had been set apart as drawing class-rooms. Suitable furniture had been supplied. The Board resolved “that the following classes shall be formed:—

1. A class for girls.
2. A class for High School pupils and other pupils who may wish to attend.
3. A class on Saturdays for pupil teachers, schoolmasters and schoolmistresses, whether engaged in public or private schools.
4. Evening classes for the instruction of young men in free-hand, perspective, geometrical, architectural, mechanical and model drawing. In addition, Mr. Hutton will give as many drawing lessons to schools as possible.”

This was a highly successful undertaking by the Board. The wonder was that Mr. Hutton had the physique to endure such long hours. No doubt his outstanding ability and great attachment to his profession enabled him to do the seemingly impossible.

### **School Singing**

In the 1864 report Mr. Hislop, as Inspector of Otago Schools, stated that he had been much gratified to find that singing was now practised in nearly all the schools. The next year's report stated that in addition to singing being taught in nearly all the schools, the number of schools in which music was systematically



taught from notes was gradually on the increase. In some instances the appointment of a teacher by the school committee turned upon the ability to teach singing efficiently.

In 1866 Mr. Hislop stated that the number of pupils learning singing had increased from 903 to 1,834. As Mr. Taylor, sub-inspector and singing master, had now commenced his labours in this department the following year's report would in all probability show a very large increase in the number of schools where singing was taught, and in the number of scholars receiving systematic and thorough training in the art. Copies of tonic sol-fa modulators had been sent to such schools as wished them.

### **School and District Libraries**

The 1862 Education Ordinance made provision for the establishment of school and district libraries, and at once many enquiries were made respecting the mode in which the Board proposed to carry out the provisions for encouraging the formation of such libraries. The Board soon had its regulations framed and the inhabitants of Tokomairiro, Waikouaiti, North Taieri, Saddle Hill and other districts were taking steps to form libraries in their respective localities. By 1870, there were 88 Board-sponsored libraries, classified as follows:—63 public district libraries, many of which were also available as school libraries; 6 purely school libraries and 17 public libraries with reading rooms connected with them. Since the commencement of the library scheme, the following public institutions had received grants of books through the Education Board:—The hospitals at Lawrence, Clyde, Wakatipu, Invercargill and Oamaru, and the gaol at Invercargill. The managers of the following libraries had been permitted to purchase, at cost price, a few books which were not particularly needed at the time for public libraries:—Dunedin Athenæum, Dunedin Police Library, Dunedin Gaol, and Knox Church Library.

### **Examination and Classification of Public Teachers**

In the early 'seventies the following regulations concerning teachers were passed:—

1. No election of a teacher shall be deemed valid until such teacher shall have produced to the Board a certificate of fitness and competency granted by the Board.
2. Certificates of competency will be divided into four classes.
3. A certificate of the first class will be granted only to teachers holding the second class, in consideration of good service under the Board for not less than five years.
4. A certificate of second class will entitle a teacher to hold the office of headmaster or schoolmistress in a main school, or second master or mistress in a grammar school.



5. A certificate of third class will entitle a teacher to hold the office of master or mistress of a side school.
6. Certificates of the fourth (or probationer's) class will be granted to persons under 30 years of age who have not previously trained or been employed as school teachers, but who may have passed the examination prescribed by the Board.
7. Holders of certificates of third class will be raised to second class only by examination and the inspector's favourable report as to fidelity and success in the work of teaching.

### **The Overburdened Teacher**

At one stage there were 80, 90 and even 100 or more pupils in a class. It took long years before a reduction to 50 and 60 pupils was possible, and still longer until we reached to-day's number.

The salaries of teachers were small, with a steady tendency for them to become smaller—because Education Boards were always chronically short of funds. The growth of population brought ever-increasing demands for new schools or for additional accommodation in old ones, and to provide these more funds were needed. What better way than to transfer part of the "maintenance" fund, i.e. the salary fund, to the "building" fund? How often this was done.

In 1889 in three city schools—Moray Place, George Street and Union Street—there were 2,331 pupils attending. To "educate" this number there were 23 trained teachers and 23 pupil teachers—exactly 50 per cent. of the latter. When one realises that pupil-teachers' salaries were almost nominal, one sees a "cheap" teaching profession.

### **Pupil Teachers**

The Education Ordinance of 1862 stated that "the Board may authorise the master of any well-attended and efficiently conducted main school to engage and employ any number of apprentice pupil teachers the Board may deem expedient, and may make, and from time to time, alter and amend rules and regulations for the examination, training and employment of such pupil teachers, and may, out of any funds from time to time appropriated by the Superintendent and Provincial Council, grant any moderate sum or sums of money in aid of the maintenance and education of such pupil teachers, upon such conditions as the Board may think fit; provided always that such sum or sums of money shall not exceed the amount contributed towards the same purpose by the school committee of the district in which such school is situated."

In 1864 Mr. Hislop reported that the Education Board had recently issued regulations for the examination and employment of pupil teachers in the numerously attended and most



efficiently conducted schools. The Dunedin School Committee had already appointed five pupil teachers to its schools, and there was reason to believe that other appointments would soon be made throughout the country.

Regulations relating to pupil teachers stated:—

“The candidates for the office of pupil teacher must be, at the least, thirteen years of age (completed). They must be of good constitution and free from any bodily or other defect or infirmity likely to impair their usefulness and efficiency as teachers. Their remuneration will consist, partly, of a fixed yearly salary, to be paid by the Board, subject to the conditions herein-after specified, and partly of instruction to be given by the teacher.

“Pupil teachers will be divided, according to their proficiency, into four classes or grades, the requirements for which will be as follows:—For the fourth or lowest grade: reading, spelling and explanation, writing, arithmetic, grammar, geography, needlework (for girls). The third and second grades advance in range and difficulty. For the first grade: reading, etc., writing and composition, arithmetic, grammar, geography, art of teaching, needlework (for girls), geometry, algebra, Latin, French, singing and drawing.

“The salaries attached to the foregoing classes will be at the following rates, per annum:—First (highest) class—males £70, females £60; second class—males £60, females £50; third class—males £50, females £40; fourth (lowest) class—males £40, females £30.

“In the examination for the second and first classes respectively, each pupil teacher must pass in at least one of the following four subjects, viz.: Latin, French, algebra, geometry. At these examinations a premium of two pounds will be paid to pupil teachers for every subject in which they have passed in the following list: geometry, algebra, Latin, French (exclusive of the one compulsory subject to be selected from these four), singing, drawing. No pupil teacher who has failed to pass in any compulsory subject shall be entitled to any premium. No salary will be paid to pupil teachers until the examination for the fourth (lowest) class shall have been passed.

“A general examination of pupil teachers will be held as near the end of the school year as possible. Pupil teachers are expected to advance at least one grade at each annual examination. The salaries of pupil teachers may be withheld, in whole or part, at the direction of the Board if the headmaster's report states that they have been negligent and careless in the discharge of their duties.

“Head teachers will be required to give instruction to their pupil teachers in the subjects of study laid down for them, either personally or by competent assistants, five hours per week at least, outside the ordinary school hours. The remuneration



of teachers for instructing pupil teachers will consist partly of a fixed allowance, and partly of a bonus, to be paid on the pupil teachers passing the prescribed examination for the several classes. The fixed allowance is £5 for the first and £3 for every additional pupil teacher taught. The bonus will vary according as the pupil teacher simply passes, or passes well, being for a simple pass at the rate of £5 for the first and £3 for every additional pupil teacher that passes, but for passing well it will be at the rate of £10 for the first and £5 for each additional pupil teacher who passes well."

### The Inspectorate

At first Mr. Hislop was both Secretary and Inspector. Later the singing master, Mr. Taylor, was appointed Sub-Inspector. Still later Mr. D. Petrie joined the staff, and when Mr. Hislop became fully engaged as Secretary, Mr. Petrie became Senior Inspector.

In his 1874 Inspector's report, Mr. Petrie has this to say concerning discipline. "I have little to chronicle in this all-important matter. In a few schools the discipline and class-movements are nearly perfect; in a considerable number they are fair, but in the majority they range from inferior to bad.

"In the last type, noise, irregularity, and even disorder in entering and leaving the class-room, and in moving from desks to floor, unseemly rushing about and confusion in taking places when arrived there, a practice of leaving behind or being unprovided with books, slates or pencils required in the lesson, slowness and waste of time in passing from one subject to another, no definite or fixed method in giving out or taking up pens, copy-books, etc., are very prevalent. Again, whole classes are too seldom trained to the habit of yielding ready, implicit and unanimous obedience to orders given—surely one of the most valuable acquired in a school training; and extension exercises and other means of cultivating it, are too frequently neglected."

Of the moral aspect of the schools he visited he could hardly speak with confidence. He states, "I believe, however, that most teachers are fully alive to the momentous moral education that is going forward whenever young persons mix and come freely together, and that they generally do their utmost to make the training an elevating, improving and refining one."

It was about this time that Mr. Petrie had the following instructions issued to teachers:—

Commands and Movements in connection  
with Opening, Dismissing, etc.

"For opening of schools girls and boys form up in separate lines near the door. After marking time and marching to the command 'forward' they respond to the commands 'halt', 'front', 'seats forward', 'sit'."



Instructions were also issued for a class moving from desk to floor or floor to desk. In giving out copy-books and pens the teacher or monitor should lay books and pens for each desk at one end, and then give the following orders:—"Attention", "pass copy-books" (one at a time from pupil to pupil), "pass pens", "open copy-books", "pen in hand", "take position", "begin first line", "second line", etc., "stop writing", etc., etc. A list of orders was also given for the dismissing of the class.

Later Mr. Petrie reported: "The Board's instructions on class drill and extension exercises have some months since been forwarded to all schools. In a large number they have been more or less fully carried out, but in a few they have practically been disregarded."

In its final report the last Provincial Board issued not a few regulations or instructions including: "School fees. School committees, if they deem it advisable, are at liberty to charge higher rates, but they cannot charge rates lower than those specified. For pupils in the first or lowest standard, 6/- per quarter; Std. 2, 7/6 per quarter; Std. 3, 9/- per quarter; Std. 4, 10/6 per quarter; and Stds. 5 and 6, each, 12/- a quarter.

"*Class Books*: The following mentioned books, only, shall be used in English reading in the public schools: 'The Royal Readers' and the 'Sequels'; Dr. Collier's 'Histories of the British Empire'; the illustrated edition of 'My First, Second, Third, Fourth and Fifth Books'.

"The time for the reading of the Bible shall be positively fixed to take place at the opening or the closing of the school, and the time so fixed shall be conspicuously put up in every class-room."

### Mr. Hislop's Last Report

By the end of the Provincial Government period—1877—education had made surprising progress. This was due, no doubt, to the calibre of the men who constituted the Board, whether as members of the Provincial Council or as members of school committees (while eligible) and to the Board's having as Secretary Mr. John Hislop, a man who was not only a great educationist but also an outstanding organiser.

In time he evolved a system of education that functioned smoothly and to a large extent brought satisfaction to the members of the Board. To the children and to the teachers the system was not so effective. The greatest evil in it was the rigid examinations which were held, the lack of full understanding of the individual child's problems, and often the harsh inspectorial reports that were made known widely and caused many teachers to suffer opprobrium.

For a considerable portion of the period Mr. Hislop was also the School Inspector—the years before the rigid examination system gradually grew. For one year he was freed from



secretarial work so that he might devote all his time to inspecting. He never spared himself, but travelled early and late so that the school might have a full day with him. This travelling was not easy, on the ill-defined tracks, and the long distances that lay between an accommodation house and the school he was to visit. Then, too, Southland was for much of the period a portion of Otago, and Riverton had a school to be visited. During this year (1872) John Sperrey was the Board's Acting Secretary, Mr. Hislop being occupied full time on inspectorial duties.

In this final report as an Inspector, Mr. Hislop had this to say:—"I had 17 years' experience as a schoolmaster in the Home Country, and attended the examinations of numerous schools during that period; I have had nearly the same length of school experience in Otago; I have regularly and carefully perused the reports of the Inspectors of Schools of the Home Country, and the different Australian colonies, and I have every reason to believe that the pupils of the Otago District Schools will, to say the least, bear very favourable comparison, in proportion to age and length of school attendance, with those attending schools of the same grade in any other British colony. . . . I have often felt my heart glow with pleasure and pride when standing before successive bands of bright-eyed, healthy-complexioned, neatly-habited, well-behaved, happy and intelligent boys and girls in our schools; but with these feelings of satisfaction there was usually mingled an almost overwhelming sense of the possibilities for future good or evil which lay bound up in the presence of these children, and of the awful responsibility resting upon their teachers and upon all who are, in any way, exerting an influence upon their young and forming characters. . . .

"Thank God for so many good mothers and good teachers. I am sure that very many of the boys and girls attending the Otago schools could honestly and truly have addressed me in the words of little Elizabeth Morton of St. Bathans, aged five years: 'Please, sir, I would not have behaved myself so well, only my mother told me to.'"

### **End of Provincial Government**

The year 1877 saw the end of the provincial system of Government and the establishment of a national system. But the Education Boards stayed on, though under new over-riding control. The Otago Education Board had been set up in 1856. At the end of its first year it had five teachers and five schools, with an average attendance of 236. In 1877, twenty-one years later, it had 173 schools, 356 teachers (188 schoolmasters, 61 school mistresses, 19 sewing teachers, 26 male pupil teachers and 62 female pupil teachers). The average attendance was 14,528. Under the Provincial regime, the Board's life had not been a placid one. Arguments between school committees and the



Board had been frequent and at times acrimonious. There had been differences of opinion regarding methods of finance, and the place of religious teaching in the system. When, however, one considers the newness of the settlement, the comparative poverty of the settlers, at least in earlier times, and the scattered nature of the settlement, one must give the fullest credit to these early Board members for the number of schools they built and the number of teachers they provided. Hislop had built up a sound system of education, formal indeed, but no more so than in older countries of that time. In addition to primary schools, High Schools and District High Schools had been established, a Normal School and a Teachers' Training College had been set up, and a University (the first in New Zealand) founded. The foundation was a solid one, on which, later, was built an edifice which gave for Otago a proud place in New Zealand education.



## CHAPTER 3

### THE HABENS PERIOD

1878 - 1898

THE second stage in the history of the Otago Education Board dating from 1878, when the Colonial Government took control, until 1898, may be termed the "Habens" period.

During the provincial period Otago had fared very well. It had become comparatively rich through land settlement on the Wakefield plan, through trade, and through the bustling prosperity that followed the discovery of gold in 1861. But only for five years of the new educational regime did these good times continue. During the period from 1884 to 1887 a depression weighed down upon the land. The ruling party in the Government strove to restore the former welfare by its policy of encouraging immigration, building more railways, and spending more capital. But the gloom continued till 1892 when, under a new Government, and with good harvests, and high prices for meat and butter, salary cuts were restored and prosperity returned.

The Education Department, which came into being in 1877, had no local officers to deal with claims for capitation and other allowances. The first departmental officer appointed to administer the Education Act was Mr. John Hislop who, as secretary of the Otago Education Board for 16 years, had had wide experience in the work of educational administration. He had contributed much to this new Act, and therefore had the answers for most of the questions put to the Department. The first problem was the equitable distribution of a departmental grant of £100,000 for school buildings. The several Boards were making demands for about three times that amount. Then, too, there was the difficulty of checking the accounts rendered to the Department for expenses incurred during the year of change-over.

John Hislop knew what was fair and just. While he laboured in Otago he had, by characteristically strict accounting in the handling of public funds, reduced the cost of conducting the financial affairs of the Board to about 1/9 per head of school attendance. Some of the accounts received from other Boards varied, in rising amounts, up to £1/14/5 per head of attendance. The Department had also to make provision for many special phases of work mentioned in the Act. Some of these



were the education of the deaf, the examination and classification of teachers, the Civil Service and the Scholarship Examinations, the establishment of schools in the Chatham Islands, the institution of public libraries, development of higher education, education of the Maoris, and management of reformatories.

### **The Size of the Board**

During the later years of the Provincial Government period the number of members attending the Board meetings was never large. Many of the meetings had only three members present—Messrs. Green (in the chair), Gillies and Professor Shand. At its final meeting before handing over there were five present, the additional two being Messrs. A. J. Burns and J. Lumsden. There was provision in the new Act for a Board of nine members, three of whom retired each year, but were eligible for re-election; and all of whom were to be re-elected by school committeemen from members of such committees.

At a meeting in April, 1878, the new Education Board was elected. No less than 68 persons went to the ballot. The successful candidates were Messrs. James Green, C. A. de Lautour, H. Bastings, Prof. Shand, D. Reid, James Fulton, H. Clark, M. Fraer and W. Elder. Among the unsuccessful candidates were Hon. Mr. Reynolds, Prof. Black, Prof. Salmond, Rev. W. Bannerman, Rev. J. U. Davis, Rev. J. Copland, Messrs. K. Ramsay, A. C. Begg and J. Somerville.

The new Board met on 9th May, 1878, when Mr. Donald Reid, M.H.R., was elected chairman. In August of that year Mr. A. C. Begg took the place of Mr. de Lautour, who had resigned. Three members being required to retire each year, a ballot was held in committee to decide which three should retire for the first year. The names of Messrs. Reid, Fraer and Green were drawn. In the next election to appoint three members, the three retiring members stood again, but those elected were Messrs. Green, Fraer and K. Ramsay.

When Mr. Hislop left to go to the Department, the Board appointed his assistant secretary, Mr. P. G. Pryde, to be its secretary. The Board was not long in finding that the new Act of '77 was far from being an expert and statesmanlike measure. Provincial feeling was keen and some form of local government there must be. A legislature with strong provincial sympathies had set up merely a skeleton central Department, with considerable control still in the hands of the local authorities.

A national system of some kind had to be provided, and the cost of it had to be borne by the Central Government. The plan finally adopted provided for the handing over to locally-elected Boards, without reservation of any power of control or supervision, the expenditure of public funds, provided by the State for a great public service. The plan was simple. The Boards were endowed with statutory incomes of £3/15/- per unit of school attendance, to be used practically at their own



discretion. Otago was in a fairly prosperous position. With its 12,619 pupils, 134 schools and 323 teachers (Southland was by now separated) it was much better off than, say, Auckland with its 8,888 pupils, 193 schools, and 56 more teachers. Many of the struggling boards fared badly. So strong did the ensuing outcry grow that the new Minister of Education, Hon. George Fisher, had to make an exhaustive inquiry into the whole position. He learned from the architects at Auckland and at Otago that wooden schoolhouses cost £4 per unit; if of brick or stone (only Otago could afford these) £6 per unit. The Minister then showed that at these prices the amount voted for securing sites and building schools was really £90,000 in excess of the amount required to provide all the schools in the colony. Further, the Minister learned that the schools in existence, had they all been in the right places, provided accommodation for 37,472 children more than New Zealand possessed. Most of the trouble was that the Boards (Otago included) were using some of the grant for purposes other than sites and erection costs. Maintenance was being badly neglected.

The Education Reserves Act, 1877, gave Otago 351,327 acres, yielding a rental of £7,695, for primary education, and 120,760 acres, yielding £2,739, for secondary education. Commissioners were appointed to control the leasing of these lands. Otago had six times as much in endowments as all the other Boards put together. The rent collected was paid to the Education Board, but the amounts paid in were set against and deducted from the capitation grants, so that, really, the foresight of Otago yielded no more to them than the doubtful satisfaction of making a handsome contribution to the cost of education in the less prudent or less fortunate provinces.

Two years after the introduction of the new system, financial provision to the Boards by the Government had not been stabilised. Boards found themselves short of money. Cuts of 5 per cent. on salaries below £200, and 7½ per cent. on those above £200, were imposed by the Boards. Other economies, including reduced grants to committees, were initiated, and continued for two years, until the Department satisfactorily adjusted its payments to the Board. Salaries were then immediately restored.

### **School Committees**

It is interesting to note that committees became relatively powerful under this system. They elected the members of the Board. They had a special grant from the Department of 10/- per unit of attendance to meet their expenses. Even during the period of the cut, they were in funds and handled £3,216 over and above what the Board distributed to them. In 1888 when great retrenchments were necessary, the committees' receipts amounted to £37,920. Nevertheless the committees continued to apply to the Board for funds for improvements, repairs and



incidentals. The Board in turn was making somewhat similar applications to the Department. It may surprise committeemen to-day to learn that in those days their clerk was paid for the work he did, the payments ranging from about £2/10/- to £125 per annum. Anderson's Bay Committee alone, in the urban area, failed to make a payment, or perhaps the clerk there did not accept it.

From the teachers' point of view the most objectionable feature of the new Education Act was the power it conferred upon committees over the teachers. The committees had the power of recommending appointments, suspensions and even dismissals, as well as the right of being "consulted" by the Board on all such matters.

During this period the functioning of the Board was far from smooth. It was almost constantly in argument with one or more of its school committees; it was continually arguing with the Department on matters of policy. It took a definite stand when the Department set about inflicting cuts in other directions. The Department proposed to substitute the "strict" for the "working" average as a basis for payments to the Board; it even planned that there should be no payment of capitation in respect of children under six years of age. Indeed, at first, it even proposed seven years as the lower age limit. The Board consulted Sir Robert Stout, professionally, as to the legality of these regulations. He gave it as his opinion that they were "ultra vires".

This was the first occasion the Department's use of its "regulating" powers was successfully challenged. Capitation was paid on the six-year-olds, but the "strict" average was used for a number of years. Only more prosperous times, a serious measles epidemic, and the added arguments of the Teachers' Institute continued to persuade the Government to restore the "working" average.

The newspaper reports of this period indicate the strong-minded independence and outspoken views of Board members, who were critical of each other, of the school committees and of the Department. At times members even accused each other of divulging Board secrets, and of encouraging committees to take lines of action contrary to Board policy. Our early Board members spoke their minds.

### **School Inspectors**

In 1882 the Board appointed Mr. P. Goyen, who had been Inspector of Schools in Southland for a number of years, to join Messrs. Petrie and Taylor in inspecting the Board's 154 schools.

The Board appeared to be in full agreement with the strict examination system introduced and also with the type of report its inspectors were issuing. Right on until 1902 the curricula



for primary and secondary schools followed the old traditional formal type. The children were expected to deal with thoughts and factual data many years ahead of their mental ages and their experiences, and were, generally, "out of their depth in the sea of learning". The task imposed on the teacher was an arduous one, and often a most unpleasant one. In consequence, as was to be expected, a rigid discipline, the constant use of the strap, excessive "keeping in" and heavy burdens of home-work were the orders of the day.

### **The National System of Education**

During the provincial period the Board had enjoyed a monopoly in the making and promulgating of orders and regulations; now it had the task of interpreting the orders and regulations made by others. The two men at the head of affairs in the Department—the Rev. W. H. Habens, formerly secretary of Canterbury Board of Education, and Mr. John Hislop, formerly secretary of the Otago Board—were both adept at framing them. Nevertheless the Board and its inspectors could hardly have been prepared for the series of meretricious prescriptions that were laid down with regard to both administrative and teaching details. Mr. L. Webb in his book "Control of Education in New Zealand" makes this statement: "The conclusion is inescapable, that from the first, even before they had been embittered by their losing struggle with the Boards, Hislop and Habens had no sympathy with the broad principles underlying the Education Act."

It is, therefore, not surprising to find Inspector Petrie in his report, as early as 1881, stating, "Another year's experience of the present system confirms the opinion I have, ere now, expressed, that it cannot be successfully carried out in the smaller schools in which a single teacher, unassisted, has to do everything. . . . In a school with five standards and one teacher I have computed that at least 85 separate lessons must be taught every week. In most schools of this kind the number is 90 or over, but with proper care it may be reduced to 85. . . ."

### **Appointment of Teachers**

Round about 1890 the Board members were much exercised to find a formula for the appointment of teachers that would satisfy the committee. The trouble was that many of the Board members were completely "tied". The leading article in the *Otago Daily Times* for Saturday, 26th April, 1890, commences thus: "We cannot say that as time goes on the Education Board commands more respect. At its recent meetings of Thursday and on Tuesday last, its deliberations on the appointment of teachers are such as, we fear, must make profane and scoffing school committees laugh." The article then goes on to show the hair-splitting that took place about what members meant, or thought they meant, by the terms "eligible" and "suitable".



The article states: "Mr. Fraer comes in with a proposal which for its comprehensiveness and policy may well command Mr. Dick's admiration. . . . Mr. McKenzie, with much astuteness, seconds Mr. Fraer's motion, which is ultimately carried. There, for the present the matter rests, and no doubt the word 'eligible' will serve as well as any other to give a basis for that dexterous manipulation of appointments of which the Board has been freely accused both by school committees and teachers."

### **The Bonus System**

Quite early in the provincial period, the Otago Board had been noted for its endeavour to reward, to some extent, those teachers whose work merited special commendation from the inspectors. As the examination and classification of teachers altered, a system was introduced that proved a real incentive to teachers to strive to improve their status as well as the quality of their work. A teacher's salary came to consist of two parts—first, a definite amount known as "salary", depending on the size and responsibilities of the school in which he worked, and on the position he occupied on the staff of that school; second, a separate amount, determined by scholarship, length of service, and proved efficiency, as indicated by the inspector's marks. The second part was known as the "bonus". It depended on three things—scholarship, service, efficiency.

There were five grades of scholarship, varying from that held by a university graduate with honours, who was placed in class "A", down to that of the teacher who had passed a most elementary examination, entitling him to be placed in class "E". That it might have its schools manned by highly educated teachers the Board in effect said, "Strive hard to equip yourself thoroughly, by study." Each of the five classes of certificates, A, B, C, D and E, was divided into five sub-classes according to the length of service and the estimated efficiency of the teacher. There were five "C" grades, C5, C4, C3, C2, C1. If a teacher passed the "C" examination his scholarship would place him in class C. His examination placed him in C5. As soon as he had been able to gain five marks for service and efficiency, he rose to C4 with a bonus of £10. As soon as his service and efficiency gave him another five marks, he rose to C3 with a bonus now of £20, and so on, until he was C1 with a total bonus of £40 a year. He could now rise no higher unless he passed the "B" examination, when he would be placed on B5 with an additional bonus of £10. It will be seen how important this bonus system was to teachers. Naturally many deputations from the Institute waited on the Board concerning it, but without complete success, for in 1890 the Board cut its bonuses by 25 per cent., and paid them only to those whose sub-grade was a 1 or a 2. This decision was inexplicable because at the time the Board was in no way pressed for money.



## National v. Denominational Schools

It is worthy of note that, towards the end of 1890, when candidates were campaigning for the political election, soon to be held, the questions of State aid to private denominational schools, and of Bible teaching in schools, were being vigorously debated, just as they had been towards the end of the Provincial Government period, but with no greater success.

## School Truancy

In August, 1891, representatives of city and suburban school committees at the School Committees' Association Conference waited on the Board with reference to the enforcement of the compulsory attendance clauses of the Education Act. They had Mr. Chilton, B.A., B.Sc., President of the Otago Educational Institute, to put their case for them. He dealt with the matter in a notable, comprehensive and judicious manner. He stated that the educational system, although nominally compulsory, was seldom so in operation, and that it had failed to gather in that special class for whom it was most required. The truants were for the most part "those who, through the carelessness, ignorance or neglect of their parents or guardians, seldom or never attended school, and spent their time in the streets or on the wharves where they soon learned to join the number of larrikins, already, alas, too numerous." The Board was reminded that the efforts some years earlier in the Union Street district to enforce attendance had, from well-understood causes, resulted in failure. Matters had now reached the stage when it was essential that a truant officer should be appointed to take effective measures for rounding-in the children not attending the schools. The teachers and the committees had not the power to compel them, but it was shown that the Auckland Board had tackled the problem and was succeeding.

The Otago Board wholeheartedly agreed with the need for a truant officer and promised to go into the matter. Two years later the Board's report states that the truant officer had investigated 215 cases, had served notices to 186 parents, had served 107 summonses on parents and had obtained 20 convictions. One gains some idea of the difficulties under which the truant officer worked when it is stated he was made Clerk of the School Committees (ex officio) to give him power to carry out his duties. The 1894 Attendance Act based attendance on a weekly basis instead of the monthly one, and provided for monthly court trials instead of quarterly ones. John English Ryan was the first full-time Attendance Officer employed by the Board. He filled the position most capably for 29 years (1902-1931).

## New Examination Regulations

The new regulations for the inspection and examination of schools had been eagerly awaited by teachers, inspectors and



parents. The modifications of the syllabus may not have been numerous, but some of them were in the right direction. Grammar was, very properly, made a class subject almost throughout the school course, though, with a strange perversity, it was retained as a pass subject in Standard 4. Composition, which used to be grouped with grammar as a pass subject, was made a separate pass subject. English history was reduced to moderate dimensions. There were to be a dozen dates for each class, with some knowledge of "25 persons and events". Geography zig-zagged its way through the standards, as before, in one a pass subject, in the next, a class one. A detailed syllabus of agricultural chemistry, extending over Standards 4 to 6, freed such classes from any other branch of science. The regulations for drawing were still unsatisfactory. For example Standard 1 pupils were required to distinguish vertical, horizontal and oblique lines, recognise them when seen, give the lines their appropriate names and draw them with pen and with ruler, at dictation.

### **Demand for Schools**

In the late 'eighties and early 'nineties the Board had reason to be satisfied with what it had accomplished in the way of erecting schoolhouses and teachers' residences, or in enlarging the schools in operation, to accommodate the ever-growing school population which reached the peak attendances of 22,782 in 1890—a number not again reached until the year 1954. That the buildings could be erected and that the finances were provided at that time was an achievement about which both the Board and its architect could feel satisfied. Of course it has to be admitted that the buildings and the rooms were austere, and often as many as 100 pupils were squeezed into one room.

### **Suggested Exchanges for Inspectors**

During 1888 some of the members of the Board continued to discuss the idea of an exchange of inspectors amongst the different Boards. Some maintained that the Department and not the Board should control the inspectorate, while some felt there should be an exchange, for a year at a time, of one or two inspectors with the headmasters of one or two of the Board's main schools. It was thought that this would be good for both the inspectors and the headmasters. The inspectors were quite keen on the idea because it would mean being freed from a year's travelling, but no decision was arrived at on the matter.

### **The Cry for Change**

*The Evening Star* of 21/4/92 when discussing in its leading article the Board's annual report states: "While assured that the present system (standard passes) is excellent in principle, and proved by the experience now of some years to have been doing good work, there is no doubt that there is room for



# SECRETARIES 1856-1956



JOHN McGLASHAN  
Secretary 1856-1860



JOHN HISLOP, LL.D., F.R.S.  
Secretary 1861-1877



PATRICK GUNN PRYDE  
Secretary 1878-1910



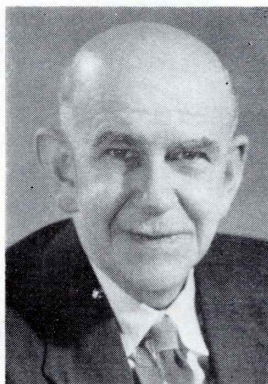
SAMUEL MORGAN PARK  
Secretary 1910-1926



GEORGE WM. CARRINGTON  
Secretary 1926-1946

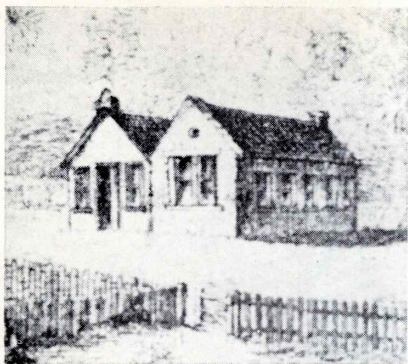


CHARLES R. McLEAN  
Secretary-Manager 1947-1954



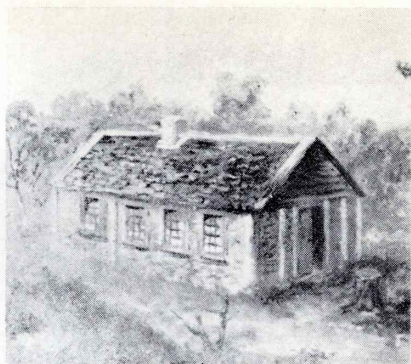
RONALD F. PHILLIPPS  
Present Secretary-Mgr. 1955-





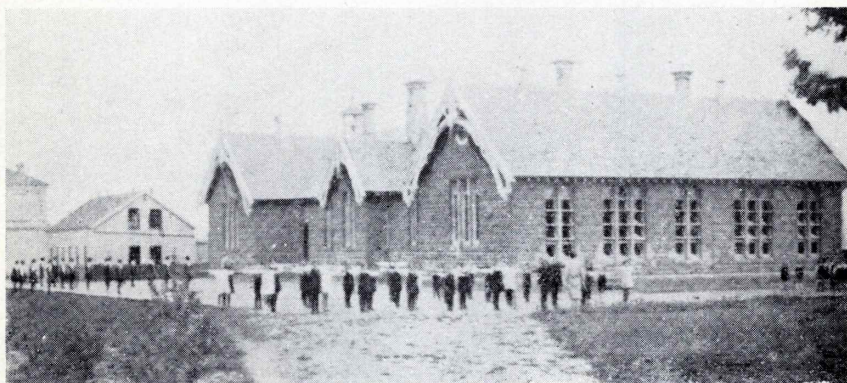
### THE FIRST SCHOOL AND CHURCH IN DUNEDIN

Beach School was used as a school on week days and a church on Sundays.



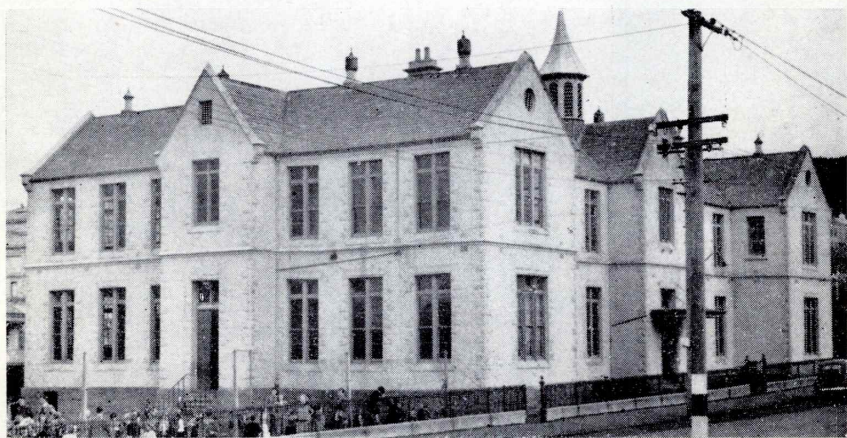
### SCHOOL, GREEN ISLAND BUSH

Opened October, 1853. One of the first five schools controlled by the Otago Education Board.



### TOKOMAIRIRO D.H. SCHOOL, MILTON

Erected 1880. This is a typical stone school erected in the Otago Province in 1880.



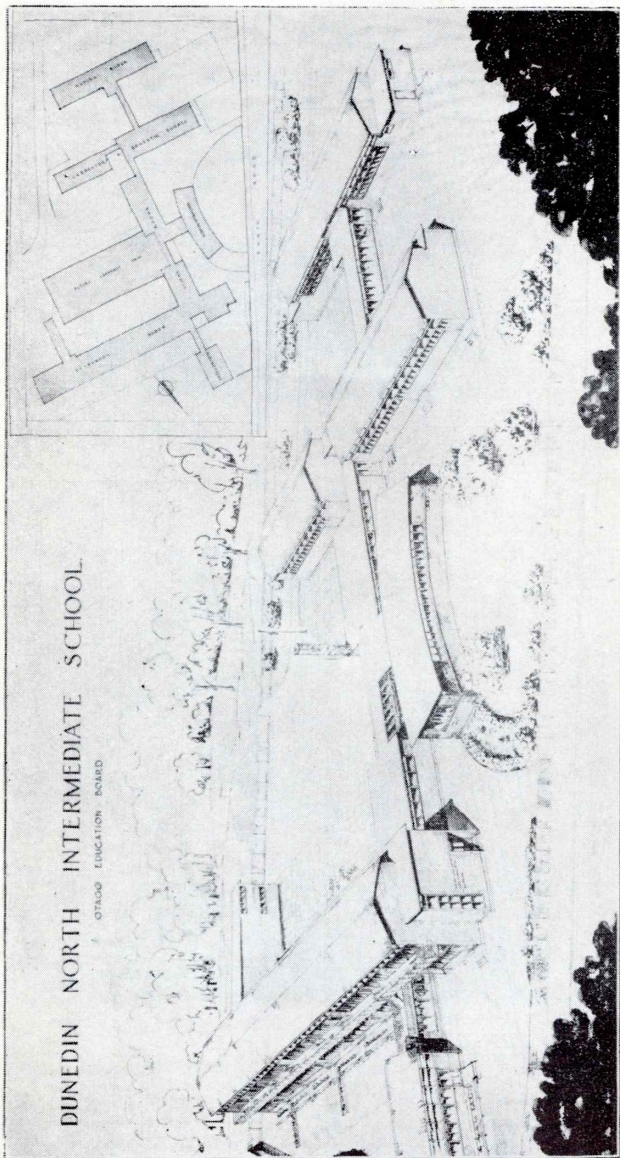
### NORMAL SCHOOL, UNION STREET, DUNEDIN

Erected 1879. Formerly called Union Street. This school was built of brick and because of possible danger, was evacuated in March, 1949, and subsequently demolished.



## DUNEDIN NORTH INTERMEDIATE SCHOOL.

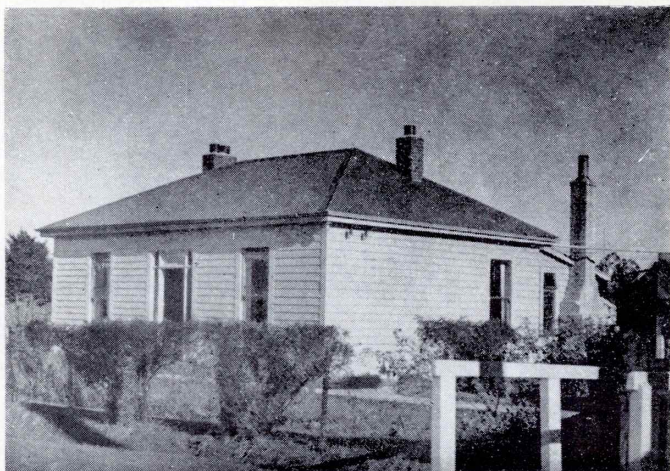
OTAGO EDUCATION BOARD



DUNEDIN NORTH INTERMEDIATE SCHOOL

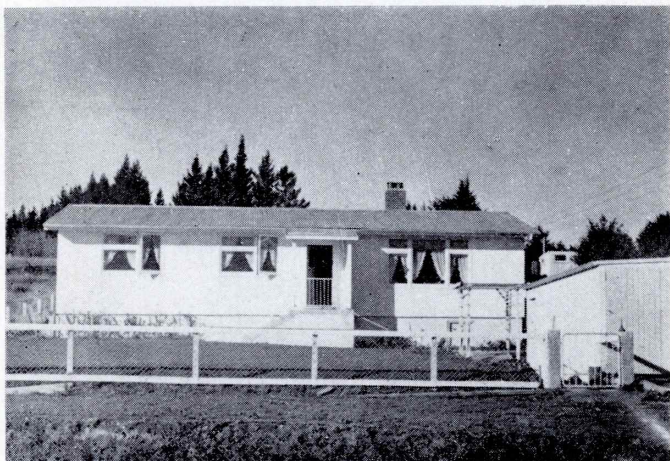
The Architect's perspective drawing of the Dunedin North Intermediate School. This, with the key plan in the top corner of the drawing, shows the layout of all the buildings on the site. Erected 1956.





NORTH TAIERI TEACHER'S RESIDENCE

Erected before 1876.



WAIHOLA TEACHER'S RESIDENCE

Erected in 1955 by the Board's own building staff.

The North Taieri photo shows a typical residence of the period with high ceilings, high proportioned windows and, as originally planned, inconvenient for modern living. In contrast to the above, the lower picture of the new school residence at Waihola shows residential building in the modern manner. It will be noted that the high ceiling has been lowered and the proportions of the windows altered to give more light. The plan has been designed to suit family living.



improvement. Very specially should every defect be carefully investigated, with a view to remedy, when such strenuous efforts are being made by a section of the community to bring the system into odium, with the obvious purpose of ultimate destruction and the substitution of denominational for secular schools. The public schools are eminently satisfactory at present to the great majority of the population, but to maintain this strong public opinion in their favour, those charged with the administration of the Act must not relax in their efforts to make them thoroughly efficient. The inspectors, it is noted, are not satisfied with the results of the standard pass system. They consider it is too 'cast iron' in character, and consequently not infrequently unjust in its operation. 'It is true,' they say, 'that year by year a good many pupils fail to pass the standard examinations, but the significance of this fact is greatly exaggerated in popular estimation. The majority of those who fail are, in point of proficiency, but little below those who barely pass. It is one of the evils of the standard pass system that it creates a momentous distinction where there is but little real distinction.' The movement for freedom from rigid regimentation and standardised formal instruction had begun, but many years were yet to pass before domination of our schools by a rigid examination system was to cease.

### Teachers from Australia

Early in the 'eighties the Board found it difficult to fill all vacancies. Mr. P. Goyen, one of the Board's inspectors who had been a teacher in Victoria, advised the Board to advertise in Australian papers for men to accept positions as teachers in Otago. The response was excellent, and a group of men, who later exerted a profound influence on education in Otago, was engaged by the Board. These included Mr. C. R. Bossence, later to become a well-known inspector (1896); Mr. James Rennie, later the popular headmaster of the old Albany Street School; Mr. William Davidson, who became headmaster of Mornington (1898); Mr. W. C. Allnutt, for many years headmaster of Kaikorai (1894); Mr. G. W. C. Macdonald, headmaster of Macandrew Road (1908); Mr. David Murray, headmaster of North-East Valley (1888); Mr. D. A. McNicoll, headmaster of George Street (1880); Mr. A. W. Tyndall, headmaster of Middlemarch (1910); Mr. Wm. McDonald, headmaster of Green Island (1901); and Mr. J. Jeffrey, headmaster of Anderson's Bay (1896).

The Otago Board did a great service to education by arranging this importation, because all of these men exerted a valuable influence upon their assistants and upon the pupil teachers who were trained by them. In addition these men took a lively interest in teacher politics and made many important contributions to the policy of the Educational Institute. The Board's experiment proved a most successful one.



## CHAPTER 4

### THE NEW CENTURY, 1899 - 1935

with special reference to the Hogben Period, 1899 - 1915

IN 1899 Mr. George Hogben followed the Rev. W. J. Habens as Inspector-General of Schools. He held the position for 16 years, retiring in 1915. During Mr. Hogben's term of office many important reforms were instituted, the most important being the introduction of free education in secondary and technical schools. It can be claimed that no other administrator of our education system has left so many abiding impressions upon it. In his foundation plans, and in the improvements he introduced, he opened the way for still greater developments to be introduced as soon as the schools were able to adapt themselves to them.

He never pretended to know all the answers. Early in his term he called a conference of Board representatives, school inspectors and school teachers to discuss almost everything in, and not in, the syllabus. From this conference he gained a clear idea of what the majority favoured. Soon he issued a Supplement in the *New Zealand Gazette* containing "Suggested New Regulations for Inspection and Examination of Schools". These were to come into force on 1st January, 1900.

Briefly, the main points were:—Every public school was, as far as possible, to be visited twice in each year by a public school inspector. One visit, "the annual visit", should take place as nearly as possible in the same month each year—10 days' notice being given to the headmaster. No notice should be required for any visit other than the annual visit. A special report could be presented after any visit.

Before the inspector's annual visit, the headmaster was to hold an examination of all classes of the school in all the subjects of the syllabus. The results were to be recorded on class schedules which should contain the names and ages of all the pupils on the school roll with an indication of the class in which each pupil was to be placed by reason of such examination. The class in which the child was placed for reading should determine the schedule on which his name should appear. As soon as possible after the inspector's visit, the head teacher was to issue to each child a certificate showing the class in which he was placed in accordance with the class schedule countersigned by the inspector. In his annual report the inspector was to state



the degree of efficiency in each class subject, and was, in general terms, to express his judgment of the value of the work done in each of the additional subjects. The inspector was to examine a due proportion of the pupils in each class, including classes P and Standard 7, in order to satisfy himself of the general efficiency of the instruction given. He could include in his number to be examined any pupils concerning whom the teacher desired his judgment. Periodic examinations were to be held by the headmaster to test the progress of the individual pupils. A record of the nature and the results of these tests was to be shown to the inspector at his next visit. The inspector was to examine all the pupils in Standard 6 and award "certificates of proficiency" to those who passed in reading, spelling and dictation, writing, arithmetic, composition, geography and drawing, and who satisfied him that they had received regular and sufficient instruction in the other class subjects, provided that work below that of Standard 6, but not below the requirements for Standard 5, could be accepted by the inspector in not more than one of the subjects (1) to (5) or in not more than two of the subjects (1) to (7).

Then followed a full syllabus of what was expected in each subject, as a guide to teachers. The syllabus of class subjects and additional subjects was clearly set out for each standard.

It will be seen from this that headmasters were given the right to examine and promote all pupils save those in Standard 6. This right reduced the dominance of the inspectors, but before long it was noted that, in general, the tendency to rigidity and inertia remained, and did so for 20 years after Hogben's retirement.

As early as 1901 the Otago inspectors were complaining that the standard passes were too easy, and that this too easy passing lower down in the school, in time, made a very heavy burden for the Standard 6 teacher. Many of the passes on the schedules were of pupils who had failed in two subjects, and important ones at that.

After an interval of three years, Mr. Hogben held another conference. The conference is looked upon as one of the most far-reaching in the history of education in New Zealand.

Among the many changes that were introduced into our education system, probably the amended "Regulations for the Inspection and Examination of Public Schools" and the new "Syllabus of Instruction" were calculated to have the most far-reaching effects.

The classification of the schools was to be, generally speaking, in the hands of the head teachers, setting free the inspectors to investigate the character of the teaching and the degree to which the intelligence of the pupils had been developed.

"The syllabus encourages in all schools alike, the adoption of methods of teaching in accordance with the modern spirit of education. The necessity of a sound training in the mother



tongue is fully recognised; and the instruction of the children in the elementary principles of civic life and their privileges and duties as citizens of the colony, and of the Empire, is provided for. In arithmetic, geography, nature-study, and other subjects it is suggested that the methods of instruction should be brought nearer to the method of discovery. There is hope that in future the New Zealand teacher will be less of an 'informationist' and more of an educationist."

### Weaknesses Appear

Much thought had been given to making the district high schools such that the youth of the rural areas would have the opportunity of receiving higher education without requiring them to board in urban areas at considerable expense to the parents. By 1911 fifty-nine such high schools had been well equipped with laboratories for individual practical work in physics and chemistry. It had been hoped that these schools would develop as rural or agricultural schools, but instead they aped the older secondary schools and prepared candidates for the matriculation examination. Though warnings were uttered about the instruction given, the only change a few of the schools made was to give the pupils the choice of a rural course.

In the primary schools, after a few years' trial, it was found that the inspectorial examination with departmental standardised tests in arithmetic and English subjects for the Form 2 pupils was not working in the way expected. When it was decided to issue two certificates—proficiency and competency—it was considered that the percentage of the pupils of the academic type would be somewhere about 30 to 40 and these would earn a proficiency certificate. A large proportion of the rest of the pupils would be of the artisan type who would earn the competency certificate, which did not require such high marks in the three R's, but good work in art and craft. This part of the scheme did not get away to a good start. Technical education had lagged behind, and these schools did not attract pupils on account of the drabness of the buildings compared with those housing the high school pupils. Then, too, even with the certificates issued, there was a stupid distinction. The proficiency certificate was quite pretentious, but the competency certificate was a small insignificant card.

It was not long before the parents looked upon the competency certificate as a mark of inferiority. All this carried over to the primary schools where the headmaster or the assistant who taught Form 2 was deemed good, bad or indifferent, according to the number of proficiency passes he obtained. The life of such a teacher and of the class under him was far from a happy one. It was not long before the other classes in the primary school began to suffer from this "proficiency fever". In Standards 4 and 5 especially, the classification became more rigid. The slow child, the one not likely to pass proficiency, was



retarded and never given his chance of a Form 2 education. The evils of the examination system which branded the Habens period continued in this period, although such excellent plans had been set up to obviate them. But let it again be stated "there was much enacted during the Hogben period that has lived on, developed and flourished."

### **Physical Education**

It is amazing how very little had been done to ensure that the children would have a sound body as well as a sound mind. The Otago Board did employ a gymnast, Mr. J. Hanna, for the Boys' High School and the Training College, and expected him to visit the primary schools whenever a spare day could be found. In 1912, during the Hogben period, the Education Department appointed Mr. Royd Garlick as Director of Physical Education for New Zealand, and sent him to Australia to enquire into and report on the new training scheme they had there. The scheme was really the London Board's scheme for 1909. (See full account of Physical Education in final section.)

### **Medical Service**

The new physical training coincided with the inauguration of a system of medical inspection. The Teachers' Institute, as well as some school inspectors, had been advocating this for some time. Two lady medical officers were appointed, and commenced this invaluable work. They obviously could not cover the whole field and, as soon as they became available, more lady medical officers were appointed, and more and more areas received attention. Of the school medical officers, the names of Dr. Ada Paterson and Dr. Grace Stevenson will always be remembered as the pioneers of this work in Otago. School nurses were added to this growing service, and they greatly relieved the medical officers of much recording, and thus permitted many more pupils to be examined. These nurses prepared the schools for medical inspection, made the recordings on the individual charts, visited the homes, arranged for parents to meet the medical officer and did much follow-up work in the homes to ensure that advice by the medical officers was being taken by the parents. Soon important health pamphlets were produced and circulated through the schools to every home. It can be claimed that a health consciousness was developed. Most of the different types of special school being introduced required that the pupil could be admitted solely on the recommendation of the medical officer. At holiday time, too, the health camps which had been established made many calls upon the medical officers.

Research work was, and still is, carried out by officers of this division as well as by the district health officers and the professorial staff of the Medical School. In much of this research work Drs. Hector, Watt, Shore, Hercus and Baker-McLaglan have made invaluable contributions.



## School Dental Service

Though it was four years after the close of the Hogben period before Colonel T. A. Hunter, C.B.E., Director of Dental Services, N.Z. Military Forces, was appointed to organise a scheme of dental treatment for school children, the whole scheme appears so closely related to medical inspection of schools that it is recorded here.

It is interesting to report that the late Dr. Pickerill, Dean of the Dental Faculty at the Otago Dental School, was at the time strongly opposed to the scheme, because he believed it was not practicable. When the New Zealand Educational Institute at its annual conference in Wellington discussed the scheme, the Otago delegates, with many arguments, strongly opposed it. Fortunately they had no supporters and the scheme received the warmest blessing of the Institute.

Colonel Hunter accomplished the seemingly impossible. He established a training school in Wellington, obtained efficient instructors, had the most suitable young women available trained, and right on time sent out, with his blessing, the first trained batch of dental nurses to commence the school service.

In the urban centres where the nurses went there were many problems to be solved. Dental rooms had to be provided, on a subsidy basis; a dental committee had to be formed from representatives of the schools being served, to collect fees from the parents to meet some of the cost. At first there was a little apathy both by parents and by committeemen, but soon the real benefit of the scheme became known and dental nurses and clinics were clamoured for in areas where no service was available. In time, too, so great was the service that a second training school had to be opened in the South Island. The service became completely free, and children and parents became conscious of the great value of tooth-brush drill, proper diet, fresh air, etc. To-day the scheme is carried out by the Health Department, and the Chief School Dental Officer has become the Director, Division of Dental Hygiene, Department of Health.

## The Inspectorate

It is interesting to note how the changing power and activity of the inspectorate to a large extent indicates the change in power and activity of the Education Board.

Back in the early days (1861), the first inspector (also secretary) of the Otago Board was Mr. John Hislop who, to a large extent, moulded the education policy of the Board. This policy he developed throughout the whole of the Provincial Government period.

In 1872 Mr. Hislop was freed from his secretarial duties and spent the full year visiting and inspecting Otago schools. At that time Southland was a portion of Otago's domain. After that year he became secretary again, and Mr. Taylor, the Board's singing master, became an inspector. Mr. Petrie was next to be



appointed, and later still Mr. P. Goyen, who had been inspector in Southland, came to Otago. These gentlemen (especially Messrs. Petrie and Goyen) were not young, and had an austerity about them which did not encourage friendship between pupils and inspector, or inspector and teacher. Mr. Taylor was an exception. He had a bright approach and soon put the children at ease by competing with them in seeing whether they or he could sustain a musical note the longer.

During the provincial period the Board was master of its large district, and its inspectors were required to see that the examination results in each school came up to standard. During the colonial period the Board still retained much of its power, and still employed its inspectors. True, the Department had hinted at both the abolition of Boards, and the centralising of the inspectorate, but no change took place.

Wherever it was possible, the inspectors were required to make two visits a year to each school; one the "annual visit", the other the "surprise visit". At the annual visit each child in all the standards had to be carefully examined in each of the pass subjects. The paper marking and the statistical recording which had to be made gave these inspectors little time to be friends of the children or an inspiration to the teachers.

In time the inspectorate was made up of younger men, most of whom had been promoted from the ranks of the teachers. Mr. Bossence and Mr. C. R. Richardson were familiar visitors at this time. Mr. Lynskey, a later appointee, was an outstanding teacher in all subjects. His work in the infant department, as well as in any standard, made him a keenly-sought-after visitor. Mr. W. Fitzgerald and Mr. J. Robertson were also well known in the Otago schools in those days.

While these men remained officers of the Board they, at times, had brushes with the Board. An inspector's life in those days was a wearing one, with much travelling over poor roads or tracks with indifferent accommodation, with long periods away from home, and, after a heavy day's work in a school, hours of examination marking and report writing. The Board did not always agree with inspectors' reports and never hesitated to challenge them. The inspectors could not be blamed for occasionally retaliating.

Then in 1914, almost without notice, the Department suddenly took over all the primary school inspectors. By this, the Department added 50 men to its comparatively small list of officials. The once tight grip of the Board, that later changed to a hand-clasp, now had to be completely withdrawn. These inspectors who, as officers of the Board, had often uttered frank criticisms of the proposals and schemes of the Central Department, now became the representatives of, and apologists for it.

It was not long after this that these inspectors became grading officers. Each teacher's name was to appear, annually, in the Gazette, for all to learn what the inspectors thought of



the teacher's efficiency. The warm relationship between inspector and teacher which had gradually been built up, suddenly vanished. Inspectors with their power of grading, which established the professional fate of each teacher, became suspect by the profession, and often by the Board, and members were frequently outspoken in their disagreement with an inspector's estimate of the worth of individual teachers. The fault was not with the inspectors. The teachers had for long clamoured for a grading scheme and had accepted it with all its headaches. This grading still further lessened the powers of the Board because the grading list became the basis of appointment. The scheme at no time gave complete satisfaction to the teachers, though they clung to the principle, believing that it prevented patronage, parochialism and favouritism. It was frequently amended and finally, quite recently, superseded by an "appointment and promotion plan" which abolished the grading list.

The inspectors' annual reports to the Board for the past decade or so give a clear idea of the valuable work this band of educationists have accomplished over the years. Not only do their reports give helpful advice on the basic subjects, but they also show the wide spread of activities connected with the schools to-day, about which the inspectors give advice and encouragement. There are reports on library activities, ability grouping, visual education, speech therapy, safety first, sport, music festivals, museum classes, agriculture and nature study, handicapped children, parent-teacher associations, etc. As well as all this, reference is made to the reasonably close contacts the inspectors maintain with many urban and rural movements that have a bearing on some phase of education.

### **School Committees**

From the time of their first establishment, school committees have played an important part in the education system. Keen, competent men with the interest of their own school at heart have always made themselves available, and many have given long years of service to "their school". In the earlier periods they had considerable powers, and were not backward in criticism of the Boards where they thought such criticism justified. They built up funds and exercised a firm control. As their powers have been reduced, from time to time, they have loyally retained their interest. In recent years the growth of School Committee Associations and a National Federation has tended to increase their influence, if not their powers, and to-day they are able to exert considerable influence on affairs educational. At all stages in their history they have reserved the right, which they have not infrequently exercised, of criticism, and have on occasion been outspoken regarding the actions of Board or Department. The Board, on its part, has not infrequently had to make decisions, unpopular locally, because they had to view



a problem from a provincial rather than a parochial angle. The committees have exercised, on the whole, a valuable influence on Otago education.

### **School Committees' Association**

It has been shown in the brief account on school committees how their power gradually grew and then steadily declined until they became little more than guardians of school property and supervisors of the spending of the grants made to the school. But even during the time when they were almost completely shorn of any power, it is true that, as a rule, there was always a sufficient number who refused to abandon the children and who saw to it that the school had a committee.

It was a great accomplishment at a time when so many committeemen felt they were as a voice crying in the wilderness, that they joined together to form a School Committees' Association, which in time developed into a Dominion-wide movement with Dominion conferences.

Since its formation in the late 'eighties, the Otago School Committees' Association has maintained a vigorous, critical and constructive interest in the policies and programmes, not only of its own Board, but also of the Education Department in Wellington. Along with the Teachers' Institute this association can claim to have had considerable influence in bringing into being progressive movements and improved conditions for children and teachers alike. Its power to nominate and influence the election of Board members is a great asset to the association. In the urban area especially it has become a powerful body and appears to exercise considerable influence in deciding who shall be the city members of the Board. In Otago its influence extends, too, to rural areas. Teachers throughout Otago are warmly disposed to the association, realising, as they do, that much that their school committee is able to do for them, was originally won by the Committees' Association and the Teachers' Institute.

### **Parent-Teacher or Home and School Associations**

This very important and live movement belongs to comparatively recent times, but because its work is closely linked with that of the school committees it is recorded here. As the title suggests, parents and guardians link with the school teachers and committees to become better informed concerning the present-day working of their school, and to assist, in different ways, in aiding the school to function still more effectively.

Regular meetings are held at which school matters or child problems are discussed. Visiting days are arranged on which parents see the class-rooms in operation. Social evenings are held at which work is done for a sale, or some other money-making scheme is developed to provide the committee with certain



funds to add some amenity or aid to the school. Care is taken that the association works in harmony with the committee which, after all, is held responsible to the Board for carrying out of the duties allotted to it, including complete control of all moneys raised for, or in the name of, the school. Exceedingly fortunate is the school that has an active association which, along with the committee, is doing great things for the children and the school.

### **The Examination System**

Incidental reference has been made to the examination system and its deadening effect upon children, parents and teachers. The inspector's annual report, too, with its detailed evaluation of all school subjects, and of tone, discipline and manners was most unpopular, especially as it had to be submitted to the school committee, whose members frequently broadcast details throughout the district. The story is told of a meeting of two rural teachers. The first inquired if the other had had the inspector. "Yes," replied the second teacher, "I've HAD the inspector. There were just too many 'satisfactories' in my report for it to be satisfactory."

In the 'nineties Board reports actually listed the names of schools with 5 or less per cent. of failures, and the schools with 50 or more failures. By 1902, the Board's report listed every school with roll number, number examined and number passed and with a qualitative term for subject evaluations. By 1908, the number of Standard 6 certificates gained was also listed. Schools compared notes, district rivalry was intense, and children were even transferred to a neighbouring school with a better record. The whole curriculum was dominated by the spectre of the proficiency examination. Heavy retardations were made in Standard 4 and Standard 5 so as to ensure a good "pass" in Standard 6. Hogben, during his regime, had freed Standards 1 and 2 and later Standards 3, 4 and 5 from the burden of the external examination, but so long as "proficiency" remained, there was little relief for the teacher. During the early part of this century the New Zealand Educational Institute and the New Zealand Headmasters' Association strove strenuously to have the claims of proficiency removed. They were supported by enlightened Board members, by many of the public and by a section of the Press, but it was not till the advent to power of the Labour Party in 1935, and the appointment of Dr. C. E. Beeby as Director of Education, that success was fully achieved. So far as the schools and the syllabus were concerned this reform was of major importance and freed teachers to develop the education system along modern and progressive lines.



## CHAPTER 5

### THE PRESENT PERIOD—1935 - 1956

FOR twenty years or more after Mr. Hogben's retirement our education system still showed a pronounced rigidity about it. Though much had been accomplished, much still remained to be done. Great transformations take time. No doubt World War I and the great depression were brakes on the wheels of progress, but even so, great strides had been taken regarding physical education, medical inspection and dental care.

Educational thought all over the world was slowly changing. A wonderful educational experience for the whole of New Zealand took place in 1937, when the New Education Fellowship team visited New Zealand and did much to prepare the people, the teachers and the authorities for the amazing changes, both in philosophy and practice, which were to be introduced, almost overnight.

Dr. Beeby became Director of Education at this time. If the New Education Movement was to become a reality in New Zealand, he above all others in our educational world was the one most likely to cause it to succeed.

About the same time as Dr. Beeby took office, Mr. Peter Fraser became Minister of Education. For many years he had been a regular attendee at the annual conferences of the New Zealand Educational Institute in Wellington and had become a friend of many taking part in those discussions. During the sessions he learned of the problems confronting teachers, as well as the dreams they had of still better days for the child and for the teacher. Mr. Fraser also took a live part in the Fellowship visitation. He not only knew what Dr. Beeby's aims were, but also agreed with them, and worked for them.

The outstanding feature of 1937 was the complete abandonment of the annual examination of Form 2 pupils for proficiency and competency certificates. Regulations now placed upon the teacher in charge of a school the responsibility of issuing to those who had completed a course in Form 2 a primary school certificate. This certificate replaced the proficiency and the competency certificates formerly issued. The change was welcomed both by teachers and by the inspectors of schools. It is true that the evolution of the previous system had been in the direction of accrediting, without examination, of a higher and higher percentage of the pupils recommended by the teacher. But to the teacher this latest change brought a real sense of



freedom and of relaxation from the nervous tension caused both by the anxiety of parents that their children should secure a certificate of proficiency, and by the unfortunate tendency of the public to assess the efficiency of a school by the percentage of such certificates gained. Within the class itself the curriculum could now be better adapted, so far as circumstances and equipment allowed, to the needs of the INDIVIDUAL pupils.

Under this new movement, freedom was felt to be much more real, the aptitudes and consequent needs of INDIVIDUAL pupils could be recognised, and suitable courses planned, and so long as the pupil had completed the course, a primary school certificate would be issued, carrying with it all the privileges formerly associated with the proficiency certificate. To the teacher, "completing the course" came to mean that the child had attended school regularly, had applied itself with diligence and had gained a reasonable knowledge of the work.

At an earlier stage a child gaining a proficiency certificate could leave school and go to work. The new movement raised the leaving age to 15 years, and thus the primary school certificate allowed each pupil to enter upon a free place in any high or technical post-primary school. It further permitted any child over the age of 14, but not holding a school certificate to enter upon a free place. Prior to that, such a pupil could take a free place only in a technical high school. At last the doors of every secondary school and of all departments of every district high school were wide open.

If we add to this the great facilities offered by the Correspondence School, we find that free post-primary education is now at the service of every young person in the Dominion who is over the age of 14. From that great beginning we find, year by year, a further enriching of the school curriculum. (See Special References.) New Zealand now has a national system, and no matter what political party is in power, the Education Department, untrammelled, carries on its important work. With the administration side of this work, the Boards are closely associated.

Of great importance is the fact that in this period steps were taken to speed up the building programme, largely with a view to reducing the size of classes. Consolidation was carried out throughout New Zealand and this, too, caused a need for more and better accommodation in the newly created centres. In these fields the Otago Education Board has played its part with credit.

A more generous scale of salaries for teachers was approved, and from this time we find a gradual change in the proportion of male to female teachers. Where it had been 1 to 2 it is now 1 to 1½. At times males predominate in numbers. The more liberal training colleges' allowances, as well as the brighter prospects of teaching as an attractive profession, all hinged on this important improvement.



New Zealand teachers and specialists were employed to write new text-books in most subjects for all classes. For long the "School Journal" was the main reading book. It was produced by the Department and appeared monthly, free of charge to each pupil in the standards and forms. New text-books were also issued, free, but remained the property of the school.

When these changes were first introduced, for a time matters educational appeared to be in a chaotic state, but it was not long before primary education recovered from the excesses of unexpected and unfamiliar freedom. The future can now be faced with confidence.

The Otago Education Board's main worry during this period was in striving to provide the necessary accommodation for the pupils, increased in number by the post-war rise in school population, and by the greater number still remaining at school through the leaving age being raised to 15 years.

An almost unbelievable transformation took place in the modern classrooms. The rooms became spacious, better ventilated, and allowing the maximum sunshine. Interior decoration is now most pleasing in its tonal effects, and storage space, once limited to a dirt-catching shelf or two, or to a cupboard under the sink, is now provided by well-lighted, well-shelved store rooms. Up to the time of Mr. A. B. Welch, as architect, school architecture throughout New Zealand was stereotyped and rigidly Victorian. Mr. Welch's advent ushered in a movement that brought with it more æsthetic designs in buildings and furniture. In more recent years Mr. C. Muir has accelerated this movement by ingrafting into his various schemes progressive principles in keeping with developments overseas, so that to-day the school and its environments are homely and warmly social. The old box-type of school residence, with its mean windows, is being replaced by the modern bungalow with landscape windows, and drudgery for teachers' wives gives place to healthy living.

Equipment for the schools, much of it supplied on a generous subsidy basis, includes movie and film-strip projectors, radio sets, modern libraries, etc. A feature of every large modern school is its well-furnished, roomy staff room.

To sum up what has characterised New Zealand education during the last 10 to 15 years we may stress three basic tendencies:

First there is the movement towards free education at all levels for all who desire it, as evidenced by the abolition of the proficiency and competency certificates, the raising of the school-leaving age to 15 years, the development of vocational guidance, and the growth of special facilities for country children and for handicapped children.

Next comes the broadening of the content of education, shown by the developments in physical education, in art and



crafts, in music, etc., the growth of self-government activities, the development of home and school contacts, the growth of intermediate schools, and the enriching of teacher training programmes.

Finally, there is the growing recognition of individual child differences as evidenced in group activity techniques, the development and the extension of speech clinics and special classes and in the appointment of visiting teachers.

With all these growths and developments the Otago Board has striven to keep pace. Its own workshop, supplying the best of office and school furniture, the finest of aids to infant departments, as well as craft-work apparatus in the form of hand looms, spinning wheels, drawing easels, etc., is a credit to the Board and its craftsmen.

### **Board's Offices**

For many years the Board occupied rented offices, but in 1896 it decided to build its own offices on a Harbour Board leasehold it had acquired at the corner of Crawford and Jetty Streets. Opened in 1898, the building was a substantial one of two storeys erected by the Board's men to plans prepared by the Board's architect, Mr. John Somerville. In 1925 the Board sold the property to Mr. A. H. Reed and moved to its present offices on the first floor of the old Normal School building in Moray Place. This floor had become available through the removal of the School of Art to the King Edward Technical College, the Education Board having transferred control of the school to that body after guiding its destinies for close on 50 years.

### **The Board's Staff**

In bringing to an end this account of the changes that have taken place in the activities of the Board, and of the growth and development in education down through a stirring century, it will at least be interesting to note something of the necessary numerical increase and functional expansion of the Board's staff so that it might handle the multitudinous tasks that have, with every change or advancement of system or policy, been placed upon it to provide all that is required in the way of teachers, equipment and accommodation.

In the first year (1856) when the Otago Board of Education came into being there was no paid staff employed, Mr. McGlashan doing the work without extra remuneration.

In 1861, when Mr. John Hislop was appointed from his position as teacher at East Taieri to be secretary and inspector of the Board, the expenditure for the year amounted to £5,306.

In 1918 the full staff numbered seven, and the total expenditure amounted to £180,000.

To-day, 1956, the chief officer of the Board is the Secretary-Manager who supervises all departments and is responsible for



the whole administration. The Assistant Secretary is in charge of communications with school committees, is responsible for incidental expenditure, for caretaking, for the eight Special Classes in Otago, for the minutes of the Board meetings, audits school committee accounts, and deals with the Teachers' College and Carrington Hall affairs. He has one assistant.

The Accountant has the responsibility for the accounts of the Board. He has a staff of five to carry out this heavy task. He is responsible, too, for the accounts of the Workshop, which accounts are equal in amount to a full trading concern.

The Staffs' and Salaries' Officer deals with the administrative side of the staffing of schools and the Teachers' College, for administering the salary scales and for the interpretation of regulations dealing with salaries and teacher employment. He deals with Teachers' College applicants, with the allocation of probationers, and with relieving teachers. He has two assistants.

The Chief Clerk undertakes the supervision of the Main Office work, the Attendance Officer and those working in the main office.

The Transport Officer and Superintendent of Manual Training supervises all transport contracts, boarding allowances and conveyance of children to schools. He is responsible for equipping and for the general supervision of the Manual Training Centres.

The Architect's Department is responsible for all the planning involved in new buildings, for alterations, and for the general supervision of all construction work in connection with schools and residences. On his staff there are an assistant architect, an architect's assistant, draughtsman, two cadet draughtsmen and three building supervisors. There is a workshop manager, and three foremen in charge of joinery, pre-fabricated buildings and plumbing respectively. There are also, approximately, 15 workmen.

Of others on the staff there are the Secretary-Manager's confidential clerk, the Senior Inspector's typist, and three other full-time typists.

The staff is made up of 22 on the administrative side and 9 in the architect's department—a total of 31. In addition, two or three casual or part-time assistants are employed.

For the past year the Accountant handled Board accounts including teachers' salaries that totalled just on £1,500,000, while the Workshop accounts amounted to £40,000.

## Finance

The Otago Board did not believe in living beyond its means and with true Scottish caution it saved each year a small part of its General or Administration Fund. It was good to see a Board with a deep respect for the expenditure of Government funds for the main source of revenue for the General Fund was an annual grant from the Department based on the school roll



for the year. In the centennial year the accumulated credit balance in this fund exceeded £17,000. The money did not lie idle but was used in the best interests of the schools of the province.

When the opportunity came to purchase a modern workshop a loan from this fund made the purchase possible. The greater portion of the fund has always been devoted to the Board's building activities—the maintenance of adequate stocks of timber and other building supplies being a major item. When motor cars fell in price in the 'thirties and numbers of country teachers became car owners, there was no provision for housing the cars beyond the use of the shelter shed and a few garages erected by teachers at their own cost. In 1935 the Board decided that the position must be faced and it agreed to provide garages and meet the cost from the General Fund, the teacher to pay a small rental. Up to the time that the Department recognised that garages were essential and accepted responsibility, the Board had provided 58 garages at a cost of £2,026. The provision of a residence for the first secondary assistant of the Clutha Valley D.H. School was also financed from the General Fund—this was in 1940, some years before the Department approved of residences for this purpose.

Up till the end of 1948 the grant from the Department for administration was a modest one. Because of increasing costs most Boards found the grant inadequate, with the result that office staffs were kept down to a minimum while the rate of remuneration was in general below public service standards. Each Board had its own rough and ready scale and it was found that salaries for similar positions varied considerably as between the Boards. The appointment of an Assistant Director (Administration) in the Department brought about major administrative changes. The outcome of his survey of Education Board staffs and their remuneration was the adoption by the Boards of a uniform scale of staffing and salaries and conditions of employment more in accord with, and in some instances ahead of, that of the Public Service. The resulting increase in administration costs was recognised by the Department in 1949 by a substantial increase in the annual grant.



## CHAPTER VI

### SOME SPECIAL FEATURES

#### The District High Schools in Otago

IN the nineteenth century, in all progressive countries, the provision of universal primary or elementary education was the main educational goal. Secondary education, of a narrow, traditional type was reserved for the fortunate few who because of parental wealth or success in scholarship examination were able to engage in studies that ultimately led to a university career. To-day the provision of universal post-primary or secondary education is one of the main features of the educational endeavours of all progressive countries. This involves problems of administration, organisation, types of schools, and suitable curricula. In this section an attempt is made to survey briefly how this effort to cater for the secondary education of country children in "grammar" or district high schools was made in Otago.

A distinctive feature of our national system of education has been the development of district high schools in which pupils in country areas have been encouraged to continue their formal education beyond the elementary stage. Under the Education Act of 1877 the provincial systems of education were replaced by a national system, free, secular and compulsory. Twelve education boards which were established under that Act were empowered to establish and maintain district high schools in which in addition to the usual elementary system there would be provided a full course of secondary education. The curriculum of these schools would include advanced studies in English and a course in classics, modern languages, mathematics and science. For this secondary education the boards were given permission to charge fees.

This system now placed on a uniform national basis, however, had begun much earlier, for schools of this type had been established in Otago in 1869. In that year the Otago Provincial Council passed the Grammar Schools Ordinance by which the elementary schools at Tokomairiro, Port Chalmers, Oamaru and Lawrence were raised to the status of grammar schools. These original grammar schools founded by pioneer Scottish settlers were modelled on the parish school system of Scotland. In his research study on the district high schools of New Zealand Mr. Alan H. Thom has pointed out that the Scots of the mid-nineteenth century held a profound respect for education. They



felt that secondary education should be readily available to all children capable of profiting from studies beyond the elementary stages, irrespective of the social status of their parents and in their parish schools "the pick of the Scottish democracy" were taught by university-trained "dominies". Parents were willing to make great sacrifices to enable their sons to have the benefit of secondary and later of university education.

This love of education for its own sake was transplanted to Otago. Sir Robert Stout has written: "It would have been a reproach to the early settlers of Otago if they had not paid attention to education. The settlement was founded under the auspices of the Free Church of Scotland and most of the early settlers called Scotland their home. Their Mother Country had long been distinguished for its educational institutions. . . . Scotland had the benefit of a General Education Act about 200 years before a similar law had been passed in England."

Thom says, "The Early Otago settlers therefore brought with them not only a general conviction of the advantages of education, but also an intimate knowledge of a school system that frequently made it possible for the able country boy to do secondary work in his village primary school. In the old land the poor man's son might by effort and self-denial become a dominie or a minister, thereby attaining, among other things, considerable social standing: hence the scraping and saving so that one son might be sent off to the University and in due course take his degree and shed glory on the whole family. For the boy himself education was often a way out—an escape from the rigours and limitations of the life of the farm labourer and the artisan. Small wonder, then, that these early immigrants saw to it that teachers were among their number, that village schools were quickly established, and that shortly afterwards a desire for further education in the village schools made itself felt." The records show that even on the voyage out to the new land elementary education was given daily on the first two ships.

In the period since 1869 nineteen district high schools have functioned under the Otago Education Board. Of these, twelve still operate while two, Tokomairiro and Lawrence, have functioned as district high schools since 1869. The following table gives the names of these schools, the year of commencement and the year of closing.

Name of D.H.S.		Opened as a D.H.S.	Closed as a D.H.S.
1. Alexandra	.....	1912	—
2. Balclutha	.....	1893	1925
3. Clutha Valley	.....	1939	—
4. Cromwell	.....	1924	—
5. Hampden	.....	1901	1907
6. Kurow	.....	1932	—
7. Lawrence	.....	1869	—



	Name of D.H.S.	Opened as a D.H.S.	Closed as a D.H.S.
8.	Mosgiel	1901	1921
		1926	1956
9.	Naseby	1901	1911
10.	Normal	1904	1931
11.	Oamaru	1869	1887
12.	Owaka	1922	—
13.	Palmerston	1886	—
14.	Port Chalmers	1869	1928
15.	Ranfurly	1939	—
16.	Roxburgh	1926	—
17.	Strath-Taieri	1939	—
18.	Tapanui	1901	—
19.	Tokomairiro	1869	—
20.	Wanaka	1955	—

### Intermediate Schools

Quite early in the twentieth century great changes and developments took place in our education system. The first of our technical high schools opened in 1906. The effect of this new type of school, along with the wider training of teachers, became more and more noticeable in the work being done in the secondary schools of the colony. There was a broadening of the curriculum, new subjects being included as well as a new treatment of old ones. There was a choice of courses—academic, domestic science, commercial, agricultural and manual. In addition to all this, the education of the technical schools was given a cultural broadening. The two types of education, academic and technical, widely different, had, with real advantage to both, assimilated some of the better features of each other.

Educationists in New Zealand came to realise that the time was opportune for a better articulation of our post-primary and primary education. It was felt that the provision for this should embody, in each school, all the courses of education suited to the various aptitudes and needs of all the pupils, with their different requirements for the future. Older countries had been striving to accomplish this by means of what was known as the junior high school system. The authorities were keen to try this system in New Zealand and in 1922 junior high schools were opened in the Auckland Board area. The Otago Education Board watched the northern experiment with cautious interest. School committees, too, discussed these new schools. The Department agreed to set up intermediate schools where parents and committees were willing. Under such agreement, in 1934, the first intermediate school in Otago, the Dunedin North Intermediate, was erected near the site of the old Albany Street School, to replace that school.



Unfortunately, because committees and parents could also decide whether their school would be a contributing one or not, not all schools in the area linked up, and from the commencement, the Dunedin North Intermediate was handicapped somewhat in its scope and function, because insufficient roll numbers prevented the fullest use being made of the new system. Nevertheless, so well did the school function in spite of its handicap of numbers that there was a demand in the south end of the city for an intermediate school, and, when later Macandrew Intermediate opened, it had a full complement of contributing schools with the result that it was able to carry out the widest classification of the pupils. The intermediate type of school has proved itself, and to-day the Education Board has plans which should give a complete coverage within the city area.

### Consolidation of Rural Schools

Early in the present century the Education Department, eager to give "to every country child educational facilities as nearly as possible equal to those open to the city child", made provision for the payment of capitation allowances to assist parents in conveying their children to school, provided, of course, that the home was over a certain distance from the school. About 1915 motor cars and motor buses were sufficiently dependable to convey groups of secondary pupils to a district high school, and the primary school pupils to the primary department of the same school. This might suddenly become necessary through a school being destroyed by fire, or by the suddenly opening up of a run by subdivision, and through that a school population, appearing, as it were, overnight, with no schools available for many miles. As early as 1896, the Otago Board arranged for the transport of pupils to Tapanui from Dalvey in order to avoid erecting a school there. This was probably one of the first, if not the first, example of a special conveyance service to a school in New Zealand. How prophetic was the *Tapanui Courier* of 9th September, 1896, when it stated, "This new departure promises to obviate the necessity for so many small schools."

The Cohen Commission of 1912, having heard much in favour of the plan, and quoting its success in an overseas report, "strongly recommended that an attempt at consolidation should be made forthwith". From then on the term "consolidation" became more and more familiar amongst educationists and Board members. It is surprising how often in New Zealand some movement has found keen supporters because it was a success, or was succeeding, in the United States, when the conditions in the two lands were entirely different.

Different Boards, including Otago, began to try out this consolidation. It had not a few districts where very small sole-



teacher schools were struggling to continue. Up the gorge between Milton and Lawrence school buses were employed to convey the coastal end pupils to the Tokomairiro District High School and the inland pupils to the Lawrence District High School. The same happened in the Catlins area and towards Alexandra and Cromwell.

Before reaching a decision in any area, members of the Board visited the areas concerned and freely discussed the matter with committeemen and parents. Among the main advantages claimed for the consolidated school were—better opportunities for social contacts, congenial friendships, and healthy emotional developments; specialist teachers and separate infant departments; better equipment for sports, and amenities such as manual training workshops and dental clinics; pupils' clubs and committees which gave opportunity for co-operation and leadership; ability grouping, and the elimination of a long walk to school in inclement weather. In addition, some schools claimed that the pupils would be taught by higher grade teachers. If the roll was sufficiently large a school meal could be provided at lunch time. On the other hand, opponents to consolidation could list disadvantages, of which the following were most commonly stressed: "Where the teacher has to drive the school bus he is unable to take his full share in after-school sports; he has little time for class-room preparation; the school day is often too long, especially for the younger children who have to wait till the higher class pupils are dismissed before the bus can set out on the homeward journey; large classes huddled into small rooms are no improvement on the small groups found in sole-teacher schools; local interest in the school is not easily aroused when so many of the pupils come from a distance, and parent-teacher relations are apt to be distant."

As was stated, the Board gave the parents time to make up their minds. A vote was taken and if the great majority was in favour of the scheme, it was put into operation. In some places the feeling was so strong that a postal ballot was held. Sometimes it was necessary to wait a year or two before the change was carried out.

From 1925 onward educational administrators appeared to be keen advocates of consolidation. It was not until 1942 that the movement came to a halt, at first through shortages caused by the war. Though attempts have been made since then to extend consolidation, there is a considerable body of opinion to-day which doubts whether consolidation is the best way for the department's aims to be accomplished. The investigation carried out by the N.Z. Council of Educational Research recently seemed to suggest that the advantages were limited and that consolidation could be overdone. There the matter rests at the moment.



## Special Schools and Classes

As educationists began to realise that intellectually or physically under-privileged children required special attention, the Board found it necessary to cater for such special groups, and from time to time, as the need was recognised, they established special schools or classes. These are briefly discussed below.

*The Occupation Centre.*—During the last 25 years education boards, under the general direction of the Education Department, have developed Occupation Centres in the four main centres. The Otago Education Board entered into the matter with enthusiasm, and was most fortunate in obtaining the services of a specialist in this work, Miss J. C. Greene, who at the time of appointment was an exchange teacher from Britain. Miss Greene knew what to do from the outset and very soon had the Board and the Senior Inspector, Mr. R. R. Hunter, doing all in their power to make the work as interesting as possible. The building in which the centre was conducted was far from ideal and it was only recently that, with the transfer to Sara Cohen School, satisfactory conditions were obtained.

The Department stated its purpose for such centres as: "To develop the children mentally, physically and socially, within the limitations imposed by their handicaps, so that both at the centre and in their homes the children may lead happy, interesting lives. The curriculum should, therefore, include such activities as habit training, sense training, physical training, speech training, handwork, music and movement, story telling, gardening, training in simple domestic tasks, table manners, etc. Provision was to be made for periods of free play and of rest and relaxation. . . ." The centre was to cater for children from Otago and Southland. This necessitated finding suitable board for the children who were required to live away from home. The Board had to provide transport to take the pupils to and from the centre. It was a great achievement when, in time, a suitable, large dwelling was purchased and transformed into a hostel for the children living away from home. It permitted the training to continue after the attendance at the centre from 10 a.m. to 2.30 p.m. on five days a week. It was a great joy to parents to know their children were under excellent care. The hostel "Huntermville", named after the Senior Inspector then in office, is another monument to the Otago Education Board.

Each centre has its committee, analagous to a school committee, consisting of seven members elected by the parents of the children attending. This committee is responsible for keeping the building in good order and repair, for the provision of heating, cleaning and sanitation, etc. The staff is in the ratio of one member of staff to ten pupils, with a minimum of two.



*The Cerebro-palsy School.*—The small spastic class formed in 1950 provided valuable experience in this phase of teaching. Originally sponsored by the Dunedin Branch of the Crippled Children Society, this class functioned as an adjunct of the Normal School. The number of pupils did not exceed seven and the temporary accommodation in Knox Church Hall proved satisfactory in most respects. The pupils had the benefit of physiotherapy and medical supervision through the co-operation of the Dunedin Hospital staff, and close liaison was maintained by Dr. Seddon, lecturer in Education, Otago University. Later, the school was constituted as an independent school. In 1954 better quarters at Waverley were made available to this class. The new building is roomy and provides a welcome change after the comparatively cramped conditions endured for two or three years. The pupils and staff are transported daily by bus from Moray Place, as the new school is some two miles from the centre of the city. The disadvantages of a transport service which allows the staff no time before or after school is far outweighed by the positive merits of a sunny, roomy school with a good area of playground.

*Sara Cohen Memorial School.*—This school was established in 1926 at the suggestion, and by the efforts of, the late Hon. Mark Cohen. Mr. Cohen waited on the Board and explained his proposals for the establishment of this "Open Air Special School at Kew". The erection of the building was made possible by a donation from the Hudson family.

In October of that year the chairman of the Board, in consultation with the Senior Inspector and the School Medical Officer, agreed that admission of children be in the hands of the School Medical Officer; that the school be recognised as a special school for the treatment of children retarded because of physical disabilities or through home circumstances; and that the teacher of the school must receive her instructions through the Board's office.

The Otago Board took pride in administering a school which was unique in New Zealand and for which, as far as it was aware, there was a definite need.

In 1948 extensions to the school were completed at a cost of £9,000, and these provided accommodation for about 60 pupils. For the next few years the roll number exceeded 50, but by 1954 the supply of pupils had diminished to 28. The new School Medical Officer and the Director of the Child Hygiene Division considered that numbers of these children could readily attend ordinary schools. The new factors seemed to be—improved nutrition and conditions in the home, greater tolerance in ordinary schools for children who are a little different, and developments in medical policy—away from the segregation and over-protecting of many types of physically defective children.



There was considerable opposition to the proposal to close the school, but it was finally closed as a school for physically handicapped children in December, 1955, and the few pupils still considered suitable for such treatment were transferred in February, 1956, to a "special class for physically handicapped children" at Kensington School.

*Speech Therapy Clinic.*—Speech therapy began in the School for the Deaf in Christchurch. In 1921 and 1922 three specialist teachers from that school were sent to the other three main centres to establish Speech Clinics. Miss Jane Reid and Miss Una Williams pioneered the work in Otago. These clinics are maintained by the Education Boards and are staffed with therapists from Christchurch Training Centre. The Dunedin clinic is attached to the George Street Normal School. It caters for children of normal intelligence who have defects of speech due to many causes—cleft palate, impaired hearing, stammering and so on. Children of school age (primary and secondary) are eligible for admission. With some children speech therapy is necessary at a pre-school age. Specialists from the Medical School are always available to co-operate with the staff in diagnosing and in deciding upon the type of therapy for the more complicated cases. At the present time there are four specialist teachers and 121 pupils receive attention.

*Hospital Classes.*—For many years the Otago Education Board has employed one, two or three teachers, according to the number of pupils available, in the Public Hospital to work with the patients of school age who are well enough to receive tuition. Care is taken that tuition is not so strenuous as to tire the convalescing pupils. It is found, rather, that it has, in most cases, a remedial effect for pupils feel that they are not being left behind in their school work because of their illness.

In recent times there have been two teachers at the Public Hospital and one at Kew Convalescent Hospital, but with the opening in the near future of the new Wakari Hospital, Kew will be closed and the teachers sent to Wakari. The hospital school is attached to the George Street Normal School. At Oamaru and Balclutha Hospitals, a teacher from one of the local schools visits the hospital as required.

*The Sight-saving Class.*—In 1944, the then Minister of Education, Hon. R. G. Mason, stated that steps should be taken to meet the needs of partially sighted children. In earlier days such children had been placed near the front of the room in the hope that this would enable them to read what was on the blackboard. It was found, however, that because of their handicap they could not keep pace with the children possessing normal eyesight, no matter how high their I.Q. might be. They tended to become discouraged and retarded. The few who managed to maintain the standard of their classmates did so at the expense of their eye condition.



From 1948 onward, the Department encouraged the establishment of special classes for this type of child. The Otago Education Board set up a sight-saving class attached to the Forbury School. The principles governing admission were to be normal intelligence, the recommendation by an eye specialist, and no complications other than the eye defect. The Department and the Board were generous in equipping the room selected with the most suitable furniture, the best of lighting and wall covering with a matt surface to prevent glare. Individual desks were provided with adjustable tops so that writing or reading could be done with the top sloping at a suitable angle. A large bulletin typewriter was provided in order that the matter from the text-books might be reproduced in large type. As much use as possible was to be made of a radiogram on which suitable records could be played or broadcast lessons listened to. A projector was to be used to aid with social studies.

The class was successfully established and at present a specialist teacher has 11 pupils under her charge.

*Special Classes.*—As intelligence in human beings varies widely in degree and kind, so it is obvious that in any large group of children there will inevitably be some who, either from abnormality or subnormality, cannot adjust themselves to the methods employed for the education of the majority. Recognising this the Otago Education Board, along with other Boards, has found it necessary to establish special classes with special curriculum, based upon the individual needs of these pupils. After surveys have been made by the Board, children mal-adjusted educationally are segregated into very small classes—special classes—under specially selected teachers. Before the children are admitted, mental tests are administered by trained psychologists to evaluate various essential abilities and abnormalities. The parents' consent, too, is obtained. Once admitted the child finds that the learning process is adjusted to its natural rate of learning and that live and realistic measures of teaching are used. Thus the children gain confidence and in many cases make such progress that they soon qualify for re-admission into normal classes.

In March, 1921, the first Special Class was established in a small room in Burns Hall for partially deaf children and children with defective speech. The teacher in charge of this class was Miss Jane Reid, who was sent on loan from the School for Deaf at Sumner.

The first Special Classes for retardate pupils were established in March, 1926, the teachers being Miss Eveline McElrea and Miss Johan MacRae.

The Board's report for 1950 shows that at that date seven special classes were in existence in Otago, with an eighth one about to be opened at Balclutha. Mr. W. P. Eggleton, who had been teacher of the special class at Forbury School, was



appointed Organiser for Special Classes for Otago and Southland. About the same time Miss M. S. Sutch was appointed psychologist in Dunedin. In 1955, when Mr. Eggleton was transferred to Christchurch, Mr. W. Y. Armstrong, another highly successful teacher in this special type of work, was appointed organiser.

*Adult Classes in Rural Areas.*—Exactly when the practice of establishing these classes was begun is not clear, but by 1953 ten evening woodwork classes were functioning at Alexandra, Cromwell, Kurow, Lawrence, Mosgiel (2), Owaka, Roxburgh (2) and Tokomairiro D.H. There were dressmaking classes in six centres, and two millinery classes. Adult classes in English and Civics for alien immigrants were conducted at Orangapai (Waipiata) Sanatorium, Roxburgh Hydro and at Seacliff.

### Special Subjects

*Physical Education.*—Strange to relate, in neither the pre-Board period, nor the Provincial Government period, was physical training a part of the syllabus.

The '77 Act did state that provision should be made for the instruction in military drill for all boys; and in such schools as the Board directed, provision should be made for physical training. No defined syllabus was stated, though mention was made that each school should have a playground of at least a quarter of an acre in area.

Some of the larger schools did have cadet companies in which the physical activity consisted of marching and forming fours.

The outbreak of the South African War forcibly directed public attention to the neglect of the military and physical training enjoined in the '77 Act. The 1904 Regulations stressed the importance of military drill. By next year all our large schools had cadet companies, or half companies consisting of the big boys of Standard 4, plus all the boys of Standard 5 and Standard 6. The officers were provided from the male teachers of the school, and schools were proud of the lieutenants, captains, majors or colonels on their staff. Men who were boys in those days still look back proudly on their connection with the junior cadets, and on their school company, when they were arrayed in uniform of glengarry cap and blue jersey with distinctive collar and cuffs.

The Act of 1901 stated that it was the duty of every Board to cause physical drill to be taught to all boys and girls over the age of eight attending the public schools. The great weakness in this was that no syllabus was specified. The result was more military training for the boys and nothing for the girls.

1908 saw some progress at last, because the first "Manual of Physical Exercises" for use in New Zealand schools was issued by the Department. There was age grouping, and girls were



catered for as well as boys. The instructions were easily followed and there was a section for infants. Teachers were quite enthusiastic about Instructor Dovey's Manual.

Mr. Mark Cohen of Dunedin was chairman of the conference that was responsible for the 1912 Act which substituted for junior cadets a complete system of physical training for both sexes. The junior cadets were to be demilitarised. Since the Government had spent to date £27,000 on equipment issued to cadets, the committee saw no reason why the boys who had been cadets should not still wear their uniform and practise shooting as well as adopt the best of the Boy Scout methods. Mr. Royd Garlick was appointed the Director of Physical Education and the syllabus adopted was the "1909 Board of Education, London" syllabus.

For the previous two decades Mr. "Jock" Hanna had been supervising the Board's physical training. He visited Britain in 1902 and while there saw many of the best gymnasia working. He persuaded the Board to allow him to use the methods he saw used in Aberdeen. He trained the pupil teachers and training college students and visited all the large schools which had facilities for the work. Many of our schools had provided their own gymnasia at a cost of about £160 each—so keen were the parents and committeemen that their school should not lag behind a neighbouring one in this form of training.

Another great figure in the physical education field in Otago was Mr. A. P. Roydhouse, who was supervisor of this subject for nearly 40 years. Known to everyone affectionately as "Roydy", he exercised a profound influence on the physical well-being of the pupils under his care. He was loved by the pupils, respected by the teachers, and had the complete confidence of headmasters. He will always be especially remembered for the splendid displays, "living flags", and other spectacular mass assemblages of pupils given over the years in connection with the annual athletic gathering.

*Agricultural Instruction and Nature Study.*—As far back as 1902—nearly 55 years ago—at an agricultural conference, Mr. Gilruth and Dr. Truby King both spoke of the surprising ignorance of the average schoolboy and schoolgirl concerning the natural phenomena within their immediate environment, while they were required to know all about Timbuktoo or the mountains of the moon. Mr. Studholme, Jnr., had started this discussion by moving a resolution in favour of teaching the elements of agriculture in rural schools. The teachers, always on the defensive, did not allow this to pass unnoticed. Several headmasters entered the newspaper columns on the matter. Mr. A. W. Tyndall, of Blue Spur School, had this to say: "Critics of our educational system are right in saying that little genuine natural science is taught in our schools. But they



are wrong when they blame the teachers for the paucity of scientific knowledge. Most of us are enlightened enough to apply intelligent and natural methods in bringing the subject under the notice of the pupils. We are justified in assuring Mr. Gilruth that observation of the germination of the common pea is not unknown, even in the primary schools of Otago. Mr. Gilruth need not have gone away to France to find school children who are in the habit of pulling up sprouting plants 'to see how they grew!' We are allowed an hour a week on this subject. What sort of readers, what sort of spellers, what sort of writers, what sort of calculators would our pupils be if they had only an hour's practice a week in the popular arts of reading, spelling, etc.? . . ."

It was some time after this that the Otago Education Board first appointed specialists to develop this phase of education. Ultimately it appointed Messrs. Green and Healy as agricultural instructors. Much of their time was taken up in visiting and teaching science in the district high schools. They endeavoured to visit as many primary schools as possible and there gave demonstration lessons for the teacher, strove to establish school gardens where there were none, and created an interest in hedge and tree-planting. Mr. E. S. Green was considered one of the finest teachers the Board had in its service. No teacher ever saw him "take a lesson" without being inspired and helped. These specialists developed certain flower and vegetable growing competitions amongst the schools. They persuaded the A. and P. Society to develop their school section, exhibiting vegetables and fodder plants, on a large and attractive scale. They encouraged certain schools to propagate from seed or from cuttings many thousands of trees and shrubs for shelter belts and decorative areas about schools. Admittedly, there were school gardens many years before these gentlemen appeared in the work, but they were the exception rather than the rule. The problem of garden implements was no small one. The Board spent much money in providing these, as well as sheds to house them. Certain schools specialised in seed-saving and in turn distributed many thousands of packets to other schools.

About 35 years ago the Dunedin Expansion League organised a potato-growing competition amongst boys of city and suburban schools. It was a decided success and paved the way for the Agriculture Department to sponsor the Boys' and Girls' Agricultural Clubs' Movement which, in a way, was a miniature of the Young Farmers' Movement. Field crops were grown and calf, lamb and pig rearing were encouraged. This movement flourished so much that it was later necessary for the Agriculture Department to request the Education Department to take over. This was done and the work in this field has developed amazingly in recent years.



Nature study has made almost as great an improvement. The Board wisely added nature study specialists to the staff and the full staff of five are aiding the teachers to make nature study a study of Nature.

The pupils, the teachers and the Board are rightly proud of the success and honour that has come to one member of this staff—Dr. L. E. Richdale—who held a Nuffield Research Fellowship, is an author of some important scientific works, and is considered a world authority on the life and habits of the albatross and the penguin.

*School Music.*—Great progress in school music, especially during the last two decades, has been made in most schools. Earlier in this history, reference was made to the Board's music master specially brought to Otago to develop school singing and the study of the tonic sol-fa notation. It is only in recent years, however, that music as a subject has assumed its rightful place in the syllabus. The development in teachers' colleges of a third-year course for music specialists has led to the strengthening of the staffs of many schools in this subject. The school music broadcasts, too, have given much assistance to those teachers who lack confidence in their own ability to take music, with the result that many schools not only use the broadcasts, but, with the valuable assistance of the broadcast booklets, carry out purposeful preparation and adequate follow-up work.

In the city, and in several rural centres, the development of annual school music festivals has resulted in added interest and in the growth of a corporate music conscience. The school choir has become a feature of many of our larger schools.

Instrumental music is being developed in some of our larger schools. In Macandrew Intermediate School a brass band and an orchestra have been established by Mr. V. Drew and Miss M. Baker. Mornington has a fife and drum band, while Kaikorai has a school brass band fostered by members of the noted Kaikorai Band. In recent years the instrument known as the "recorder" has gained popularity and many schools have developed pleasing results under the guidance of enthusiastic teachers.

*Arts and Crafts Work.*—Mention has already been made of the Education Board's initiative in employing Mr. David Hutton as an art instructor as early as 1870, and of the incorporation of the Art School into the Normal School pattern in 1876. The Art School continued to flourish, being in later years under the directorship of Mr. R. Hawcridge, assisted by the noted artist, Mr. A. H. O'Keefe, and Miss Hutton, until well into this century. In the 'twenties the responsibility for art instruction was handed over to the Teachers' College, when Mr. Robert Don, "imported" from Scotland, exercised a profound influence on art teaching not only at the College itself but throughout the schools of Otago generally. Although he might



not have realised it at the time, he prepared the way for the "new art movement" in our schools. The establishment of third-year specialist courses at the College in both art and crafts has ensured, in recent years, not only a supply of specialists for schools' staffs, but also the provision of itinerant instructors to assist country teachers. To-day all teachers would admit the value of the experience, to the child, of the modern approach to this subject. Artificiality and imitation have been succeeded by graphic free expression in various media in both art and craft work. The Education Board has encouraged these modern developments and is responsible for the provision of material and equipment on a large scale.

*Manual Training and Technical Education.*—The history of manual training and technical education in Otago goes back to very early days. The first Mechanics Institute in New Zealand was founded in Dunedin in 1851. Eight years later this institute amalgamated with the Athenæum and conducted winter classes for some years. Later the Caledonian Society opened classes in the Athenæum in 1870. Mr. D. Hutton was brought from Britain to be art master for the Otago Board, and he trained hundreds of students.

For a number of years Rector Reid, of the Tokomairiro D.H.S., without official encouragement, had been highly successful in making technical education an important part of the work in his school. Strange to state, it was not until 1890 that the Department commenced to make grants for technical education, and for the next five years the appropriation was about £1,000 per annum. 1895 saw the first Act dealing with manual and technical instruction passed. The same Act allowed part of the ordinary school time to be given to manual instruction, but the capitation was too low for Boards to take action. The Department, realising why their plans had miscarried, passed an Act in 1900 giving capitation at about double the original rate. There was an immediate and an enormous expansion of the work. Money was provided, high-grade workrooms were built, and a capable band of specialists trained to carry out the work amongst the girls and boys of Forms 1 and 2. The Board has encouraged and organised this work ever since its establishment, and continues to develop it as necessary.

### Special Services

*Visual Aids.*—During the last two decades much money has been raised and spent upon visual aids. The film-strip projector became a "must" in nearly every school—urban or rural. The Macandrew Road Primary School was the first in the Dominion to use this aid, installing one in 1936. Departmental officers paid a special visit to the school to see it used in special lessons. Later a Department for Visual Aids was set up within the Education Department to arrange for the production of these



machines in New Zealand, to be supplied to schools on a liberal subsidy basis. These machines completely superseded magic lanterns, ballopticons and delineascopes in our schools.

The Department is striving to maintain a steady supply of films for the film-strip and also for "movie" machines, which are now a valuable additional visual aid in many schools.

*School Library Service.*—In 1938 the Board, in co-operation with the Dunedin City Library, sponsored a scheme to afford to all country schools at a small charge the lending service facilities given to Dunedin schools. The scheme originated in a report prepared by the newly appointed Children's Librarian, Miss Dorothy Neale. The plan also provided for the establishment of reference libraries for children's use in all schools willing to take advantage of the Board's generous subsidy. When in 1945 the Board's scheme merged with the Country Library Service, every school had joined the lending service. By arrangement with the Country Library Service, the hampers for the Board's schools continue to be handled by the staff of the Children's Library.

It is of interest to note the similarity between the modern method of sending books to schools in hampers with that described in a report in the *Otago Witness* of 12th June, 1852. This report stated that the subscribers to the Church Library had decided to send to Port Chalmers a box containing books, the whole contents of the box to be returned within four weeks' time. It was also resolved to extend the same privilege to the inhabitants of East Taieri.

*The Museum Education Service.*—Though Otago possesses a museum of which it has every reason to be proud, only during the past 20 years or so has continuous use been made of its facilities for teaching purposes. In recent years the demand for instruction could not be satisfied, and a rationing of lessons has become necessary. In 1952 the number of child lessons (1-1½ hours) was 30,103, while the specimen cases loaned to town and country schools numbered 1,292. The demand still is growing.

*Health Camps.*—In 1933 Mrs. Marshall Macdonald began a great service to children suffering from indifferent health by opening the first health camp in Otago at Waikouaiti. Although of a temporary nature, and carried on in the face of difficulties, it has benefited hundreds of children. In the holiday periods health camps were held at Waikouaiti, Kurow, Pounawea and at Company Bay down the Peninsula. The King George V Memorial Health Camp, established later at Roxburgh, being of a permanent nature, overshadowed the temporary health camps.

The official opening took place on 17th November, 1941, with an intake of 52 children—Dunedin and Central Otago 20, North Otago 10, South Otago 6, Southland 16.



Waikouaiti Camp continued to be held from 1945 until 1949. Much praise is due to Mrs. Marshall Macdonald for the splendid work that was done at Waikouaiti for so many years. Mainly through her efforts, too, a new 14-bed dormitory was added to Roxburgh, giving it accommodation for a total of 70 children. The staff quarters at Roxburgh are pleasing and there is a well-equipped laundry there. Altogether, the Roxburgh Memorial Camp is a credit to all concerned. Though it was built by privately collected funds, the Otago Education Board supplied the teaching staff for the school attached, and paid the salaries.

More recently the Board has undertaken the maintenance of the buildings.

*Organising Teachers.*—In 1919 education boards were encouraged to employ organising teachers whose duty it was to supervise the work being done in small groups of rural schools placed under their charge, to assist the teachers in matters connected with organisation, schemes of work and methods of teaching, and to direct uncertificated teachers in their courses of study.

By 1922, sixteen such organising teachers were employed throughout New Zealand. The Otago Board was quick to see the value of this scheme and appointed Mr. R. R. Hunter, later Senior Inspector in Otago, to undertake this work. At that time there was a great dearth of certificated teachers and 109 uncertificated ones were employed in Otago, making the percentage 17.8 of the whole teaching body. The Department did its utmost to rectify this state of affairs, and utilised, as far possible, the services of the organising teachers to carry out its plans.

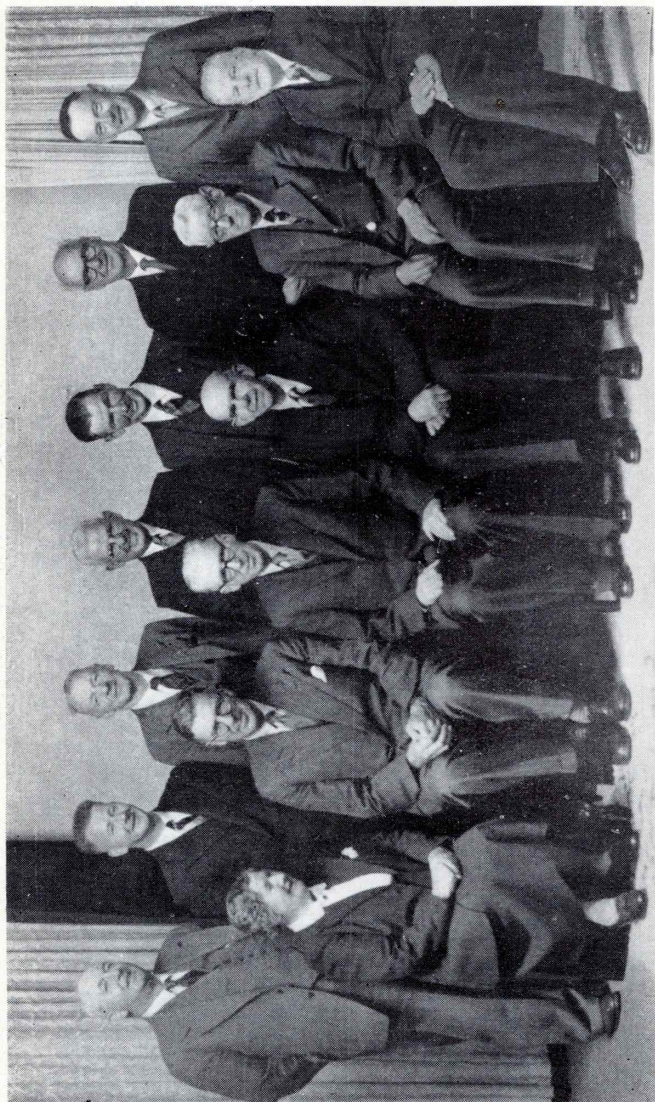
Saturday instruction classes in such subjects as science, drawing, singing and handwork were made available to uncertificated teachers, and to certificated ones who were studying for a higher certificate. Special summer and winter schools of instruction were arranged as well as free correspondence classes conducted by education boards, or fees were paid for approved correspondence classes.

Such excellent work was done by both the organising teachers and the aids the Department provided that in a limited number of years few, if any, uncertificated teachers were employed, and the scheme was finally dropped, as being no longer necessary.

#### *Visiting Teachers.*

Early in 1943 the Otago Board received a suggestion that the "visiting teacher" idea which was proving successful in America might well be tried in a Dunedin school. The Dunedin North Intermediate School was selected as the school to which the first visiting teacher should be attached, her duties to include work also in the surrounding contributing schools. A suitable teacher was selected and after she had received some

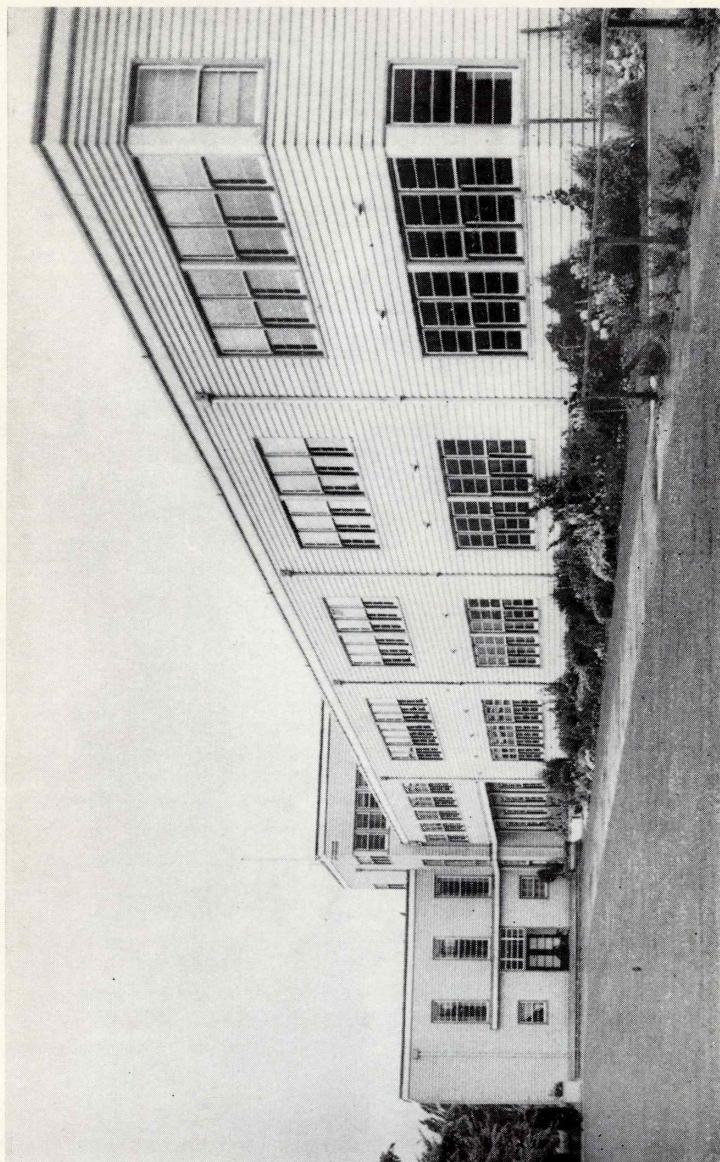




# OTAGO EDUCATION BOARD, OCTOBER, 1956

*Back Row:* W. G. CALDWELL, G. S. FINGHAM, A. McR. DAVIDSON, D. W. MELDRUM, J. V. RIACH,  
 F. S. HANGER, G. H. FOX.  
*Front Row:* Mrs. S. C. MacARTHUR, C. MUIR (Architect), J. I. FRASER (Chairman), R. F. PHILLIPPS  
 (Secretary-Manager), J. GERRIE, A. G. LINN (Senior Inspector of Schools).





DUNEDIN TEACHERS' COLLEGE



additional training she was appointed, on six months' trial, to ascertain how the new plan would function. The six months' trial ended in a permanent appointment, and so successful was the work that another teacher was attached to the Macandrew Intermediate School to serve the south end of the town.

The main duties of visiting teachers include visiting all homes as required by principal or headmaster, to discuss with parents pupils' progress in school, or lack of progress, pupils' health, unnecessary absences, and possibly behaviour problems, etc. The teachers work in conjunction with the health clinics and if necessary with the Child Welfare Department, and generally help to establish a complete liaison between home and school.

The Board has had no cause to regret its appointments.

### **Teacher Organisations, etc.**

*The New Zealand Educational Institute.*—The first Teachers' Institute, formed in 1864 under the presidency of Mr. Pope, acting rector of the Boys' High School, had a short life of a year. In 1866, Mr. Robert Stout formed the Otago Schoolmasters' Association, which functioned with varying success until 1877, when Mr. Fitzgerald initiated the formation of the Educational Institute of Otago. This body had continued in existence continuously since that date and became the forerunner of provincial organisations in other provinces, and in 1883, of the New Zealand Educational Institute which was formed in Christchurch as result of action from Otago. It is significant that in the list of members of the Otago Institute, as shown in its first annual report, appear the names of several local clergymen and university professors, as well as primary and secondary teachers. The Institute had as its first aim "To advance the cause of education." Later it added another, "To look after the interests of its members." Time does not permit of a synopsis of the work of the Institute here except to say that it has always endeavoured, in Otago, to work in full co-operation with the Education Board which has frequently consulted it on matters affecting teachers, and has always been prepared in turn to consider requests by the Institute.

Other teacher organisations working in co-operation with the Board have been the Headmasters' Association, which has continued to function since its formation in 1866, the Dunedin Assistant Masters' Association, and the Otago Women Teachers' Association.

*Teachers' Superannuation.*—As early as 1878—just after the Education Department came into being—preliminary steps were taken to provide a pension scheme for teachers, and to this end a circular was sent to every teacher requiring information on which the Government Actuary might formulate a comprehensive scheme of pensions and widows' and orphans' allowances.



By 1880 a Bill had been prepared and circulated amongst the teachers. It was not well received and in consequence was straightway abandoned. The Teachers' Institute did not allow the matter to drop, and from 1885 onwards it continued to explore every avenue that might assist in the establishment of a superannuation scheme.

By 1903 a report by the Acting Actuary of the Government Insurance Department was presented to the Government on teachers' superannuation. This aimed at contributions varying from 5 per cent. for those under the age of 30 to 10 per cent. for those over 50.

This scheme referred to male teachers alone, but within a month a section dealing with female teachers was tabled in the House.

The Institute was now very active in the matter, and between 1902 and 1904 strove to establish a Mutual Provident Fund of its own. The Teachers' Superannuation Act of 1906 was accepted by the teachers because it gave one-sixtieth of the total salary paid to the teacher during all the years of his or her contribution to the fund.

Year by year alterations which invariably included some further benefit to the teacher were made. For long the teachers had a dread that some financial strain on the State's resources might cripple the scheme, because the Government's contribution to the fund was badly in arrears, and pensions were being paid out of the contributions the teachers paid in. At one stage, had the scheme been wound up, teachers would have received 10d. in the £ on all they had contributed.

Later on, in more prosperous times, the fund was placed on a sound basis. The State now paid its share towards the fund. Widows' and orphans' allowances were greatly increased. To-day male teachers can elect to draw a smaller pension so that half the pension continues with the widow. At retirement a teacher may take a lump sum and then live on a three-quarter pension.

What an amazing difference between the excellent security the teacher of to-day enjoys compared with the nightmarish struggle of the teacher of the earlier days to save a mere pittance of the "salary" then paid.

*The Grading of Teachers.*—A brief reference to the grading of teachers is made in the section outlining the work of school inspectors, but it is felt that fuller details are required to explain what was meant by "grading".

For a long time the Department had realised that it was not enough to have a full supply of well-qualified teachers, but that it was of first importance that those teachers should each be used to the best possible advantage. The best teachers should be placed in the most responsible positions not only to ensure promotion due to merit, but also to secure efficiency.



To prepare for the effective distribution of teaching talent, the Dominion Grading Scheme was established in 1916 to assess the relative qualifications of all the certificated teachers in New Zealand. In making this classification, account was taken of teaching ability, personality, disciplinary power, organisation, environment, academic status and length of service. The marks were awarded by the school inspectors of each district.

The Department gave close attention to the working of the scheme, its interpretation by the different inspectors, and its uniform application as to standard of marking. The classification was revised in 1917 and in 1918. By then the Department felt it had a stock-taking of the teachers at its disposal. It felt that the position revealed with regard to the qualifications of teachers, relative to the positions they severally occupied, provided a striking illustration of the lack of co-ordination. Not only between district and district, but within the same district, evidence was lacking of any system of selection or appointment of teachers, or of overcoming local barriers and prejudices.

Although the grading list was not yet the list on which appointments were made, already, in several education districts, the boards had adopted the Dominion Grading List as a basis of appointment of teachers. The recommendation of the Senior Inspector to the Board would in any case be in agreement with the grading list.

The report for 1920 stated that the fourth revision had taken place and the regulations for the grading of teachers amended in certain directions. It was felt that with each revision a nearer approach was made to obtaining a list of teachers placed in the right order of merit, and of securing a correct classification.

In the 1922 report the Department stated that from the length of time during which the scheme had been in operation the system was now running with greater smoothness, and there was evidence of a better understanding of its provisions on the part of the teachers concerned than was formerly the case. The number of appeals received, less than 3 per cent., had fallen to a fairly constant level, and is of interest as indicating in the main the acceptance of the list by teachers as an approximately accurate and impartial estimate of their efficiency.

Though the scheme continued with little fundamental alteration until a year or more ago, that must not be accepted as proof that the teachers were "happy" with the scheme. The very great change now operating tends to prove that. Nevertheless it is far ahead of the days when hairs were split over a teacher's "eligibility" and his "suitability" for a new appointment.

*The Otago State Primary Schools' Sports Association.*—Since the formation of the Otago State Primary Schools' Sports Association nearly 35 years ago, the Otago Education Board has always been keenly interested in the O.S.P.S.S.A., not merely



because it was the first of such organisations but briefly because in it they found the large percentage of teachers keenly interested in, and devoting hours of their private time to, developing the physique and the team spirit of thousands of school pupils as they were coached and trained in the different types of sport.

This association was the result of a parallel growth of two organisations, and the incorporation of the Schools' Basketball Association which was a separate entity at the time. The two bodies were the Otago Public School Amateur Athletic Association and the Sports Association formed to control sport within the schools of Otago. The parent association has been the result of a welding and an evolutionary expansion of the functions of all these organisations.

Because the movement was an Otago one, and Dunedin was but one district, outside schools and districts affiliated, and in time 13 sub-associations were active. Much of this fine growth was due to such keen committeemen as Messrs. McMullan, Hawke, Forsyth and Forrester, just as the sound financial standing was gradually built up by the capable Finance Committee consisting of Messrs. Coutts, Jones, Steele, Sproat and Forsyth.

One of the great attractions of earlier days was the march past and the mass drill display under the control of Mr. A. Roydhouse and Miss Livingstone at the annual sports meeting. To-day interest in athletics is so keen that four separate meetings are held, one for the North schools, one for the South, one for the Hill schools, and the final for the Otago championships.

Almost as great an undertaking is the swimming carnival which is always assured of a capacity house of parents and those interested in the children.

Throughout the year various committees meet to arrange for the different games—rugby, soccer, cricket, tennis, basketball, etc. Grounds require to be arranged, referees provided and results recorded.

At one time these games were played on Saturdays, but to-day such valuable training is recognised as part of the school syllabus, and usually take place during the last school hour of one of the school days.

It is interesting to study the annual report of the O.S.P.S.S.A. even if only to remember gratefully such stalwarts of earlier days as Colonel G. W. C. MacDonald, Colonel J. H. Moir, Messrs. W. Sproat, A. H. Williamson, H. C. Jones, T. R. W. Coutts, James Rennie, G. T. Palmer, L. B. Bradstock, J. Ironside and C. C. Rawlinson.

### **School Furniture**

In recent years the Board, with its modern workshop, has revolutionised school furnishing in Otago. By 1936 the Board was able to report that 10,000 of its pupils were using individual



tables and chairs. It further stated that the number of children using long desks would soon be less than 1,000, and those using the now old-fashioned dual desks less than 2,000. The Board made a substantial grant from its General Fund to hasten the replacement of old-type furniture with individual tables and chairs. School committees had generously assisted in meeting part of the additional cost above that of dual desks. The following year the Board was able to state that 1,500 more individual tables and chairs had been supplied to schools and that with the exception of two city schools awaiting rebuilding there was now very little obsolete furniture in use. To-day practically all schools in Otago have modern furniture.



## CHAPTER 7

### TEACHER TRAINING IN OTAGO

THE training of teachers was not an immediate problem with the new Board. The number of trained teachers arriving with the immigrants was adequate until 1860, when the population of the province was about 9,000 and the school roll 1,249. The discovery of gold changed the whole aspect of affairs. By the end of 1864 there were some 60,000 people in the province, while the school roll had trebled. The supply of teachers from the Homeland was inadequate to meet this unlooked-for situation. The pupil-teacher system covering a four-year course was commenced in 1864 but this did not provide immediate relief. In the absence of qualified teachers, the Board was forced to employ men completely lacking in training and experience as teachers. Some of these young men proved themselves capable teachers but many, to the indignation of school committees and parents, had no aptitude whatever for teaching. But John Hislop, the first Inspector of Schools, recognised a third class—those who had the ability to make good, given a course of teacher training. As the position deteriorated, Mr. Hislop recommended the establishment of a Normal School which would be used as a training institute for teachers. Several years were to pass before the Board secured from the Dunedin City Council the site in Moray Place recommended by Mr. Hislop, and the first Normal School and Training College in New Zealand was finally opened on 15th February, 1876. It comprised 10 classrooms affording accommodation for 750 pupils and students, a basement with three large play-rooms and quarters for the janitor, and an upper floor for the accommodation of the School of Art. The total cost was £9,000.

William Sanderson Fitzgerald was the first rector (later called principal) of the Training College and he remained as its head until February, 1895—a period of 19 years during which he did his greatest work for education. He had a great capacity for administration, he was dignified in his deportment and he possessed a magnetic personality. The only other member of the full-time staff was Miss L. A. Fitzgerald. The roll number of students who attended for longer or shorter periods during the first year was, women 29, men 27. So great was the demand for teachers that 4 women and 17 men received appointments during that year, and for several years thereafter the majority of the students had to leave the college for positions before the



completion of their course. In 1878 a two-storey building containing four rooms for model classes and a gymnasium was erected facing Moray Place North. Mr. Fitzgerald stressed the desirability for a close relationship between the College and the University and even in these early days many college students attended university classes.

During the first 27 years of its life the College had a chequered career financially. Government assistance at the rate of £2,000 per annum commenced in 1881, but after seven years this was reduced or cancelled each year according to the state of the country's finances. Holding that the closing of the College would be nothing short of a calamity, the Board from its own funds found close on £30,000 of the £49,000 required to maintain the College until the Government accepted full responsibility in 1904. It is not surprising that the Board frequently protested to the Department at being virtually obliged to shoulder the burden of teacher training for the whole country. The Auckland and Wellington colleges, which had opened early in the 'eighties, had closed down eight years later for lack of funds.

In 1894, owing to its own financial difficulties, the Board actually considered closing the College but eventually found a way of carrying on by reorganisation. It appointed the principal (Mr. Fitzgerald) to a vacancy on the Inspectorate and it made the headmaster of the Normal School principal of the College with an additional £70 p.a., and the College was carried on with part-time teachers until things improved. David Renfrew White, M.A., who had been headmaster of the Normal School and lecturer in English at the Training College since 1885, was the man chosen for the dual position and this appointment must be accounted among the most fruitful ever made by the Board. He created a standard that other men found it difficult to attain to. He was an effective class-room teacher, a brilliant expositor and skilful organiser. All the Dunedin and suburban schools were now used as associated schools for the practical training of students. As evidence of the higher education of students, Mr. White noted in 1898 that whereas 15 years ago the senior division of students was preparing for the matriculation examination and the juniors for the Teachers' E Certificate, this year three had passed the M.A. degree, one the B.A., four the first section of the degree and ten had kept terms. On the practical side more attention was being given to gymnastics and physical drill and no student could receive a training college certificate unless Mr. Hanna, the instructor, certified that he was competent to teach both subjects.

In 1903, the following recommendation of the Education Committee of the House was approved by the House:—"That a Training College for teachers be established in each of the four University Centres, and in order to avoid the expense of duplicating instruction in subjects which are taught at the



University Colleges and to secure for teachers a greater breadth of view, the training of teachers in literature and scientific work should, as far as possible, be provided by the University Colleges." Arising from this, Mr. White from 1904 to 1912 lectured in Education at the University, the last four years as professor. In 1906, out of 74 students, 68 attended the University, 49 keeping one year's terms.

Accommodation in the existing college was now inadequate for the increasing number of students. With further expansion of the business area into former residential parts, the attendance at the Normal School was falling. After first considering the site in Stuart Street on which the King Edward Technical College now stands, the Board finally decided to take over the Union Street School as the Normal School, and erect a new Training College in the grounds facing Cumberland Street. The new building of two storeys, designed by the Board's architect, Mr. James Rodger, was opened on 27th April, 1909, by the Minister of Education, Mr. G. Fowlds. The cost was £7,692.

Professor White retired at the end of 1912, after 18 years' conspicuous service as principal. His influence on the teaching body of Otago and far beyond was deep and abiding. He was succeeded by Edward Pinder, M.A., headmaster of the Normal School since 1909, and a product of the Otago education system. Twenty-eight years' experience in schools of varying size and organisation gave him first-hand understanding of the difficulties confronting students and young teachers. He encouraged social activities and lent his full support to the widening functions of the Students' Executive, deeming the qualities thus developed essential to a full life. With two compulsory university classes and with students taking part in both university and college social life and sport, the students' year was a full one. This pressure was alleviated to some extent in 1914 by making the college year open in February instead of March. A special one-year course for university graduates was instituted in 1910, the students to devote the major portion of their time to practice in teaching.

The number of students now exceeded the hundred which was deemed to be the capacity of the College, but the Great War brought temporary relief as practically all male students of military age enlisted. In 1917 there were only 13 men in the College. As the number soared after the war to upwards of 200, a third storey was added to the building in 1921 at a cost of £5,008. In 1913 Mr. John Hanna retired. He had been physical instructor at the College for 29 years. Mr. Hanna was quite an outstanding man in his particular work, inspiring, enthusiastic and devoted. A year later physical instruction was taken over by the Department's Instructor, Mr. Arthur Roydhouse.

At the end of 1922 Mr. Pinder retired. During his 10 years as principal, students found in him a sympathetic listener and willing adviser with a keen sense of humour and a very kind



heart. John Alexander Moore, M.A., B.Sc., succeeded Mr. Pinder as the fourth principal. His association with the College actually dated from 1910 when he was appointed to the secondary department of the Normal School. In 1915 the lectureship in Science at the College was added to his duties, and in 1919 he became the first vice-principal of the College. With a rich background of teaching and lecturing experience he was eminently qualified to occupy the responsible position of principal. In his second year as principal the College roll reached 300. In fulfilment of the Department's new policy the College staff was being systematically increased with the object of making the College self-contained and independent of the University.

The year 1926 witnessed the celebration of the fiftieth anniversary of the College. Of the 2,847 students who had passed through its doors, 2,500 were traced by an energetic committee of ex-students set up to organise the Jubilee. A suitable publication in commemoration of the event was published—the task of compiling the history being entrusted to Mr. S. M. Park, the Board's secretary, who brought to the task his acknowledged thoroughness as well as a thoughtful and sympathetic mind. Who, during these celebrations, thought for a moment that the College would not endure for as long as there was teacher training to be done? Here indeed was an institution with a splendid past which had surmounted every difficulty in its upward climb, and which surely could be regarded as a permanent part of our education system! And yet, within a few years, during the depression of the 'thirties, the Economy Commission, on the sole evidence of the Director of Education, recommended the closing of the Dunedin and Wellington Colleges.

Now began one of the most strenuous and sustained fights ever entered into by the Board. Probably never before had the educational conscience of this Scottish community been stirred to such indignation. The Board proved conclusively that neither the country financially, nor the College in efficiency, would suffer by the adoption of the Board's alternative scheme and that therefore no reason existed for the closing of the College in 1933. The Board outlined the history of the College to show that in times of stress before, Otago had fought for its College and maintained it by its own exertions, that Otago was proud of its educational institutions which were largely the result of the foresight and generosity of the people themselves, and to suggest the abolition of any one of them was an affront to the educational pride of Otago. The spirit which kept the Dunedin College open during various periods of depression between 1877 and 1904 when Government support was negligible and sometimes withdrawn altogether still existed to-day.

Throughout, the Board had the support of the Press and of a committee representative of all sections of the community. As a last resort this committee decided that the Board should



petition Parliament. The petition with 24,000 signatures contained 50 reasons for not closing the College and these reasons were supported before the Education Committee of the House, by the Chancellor of Otago University, the Professor of History, the Principal of the College and the Chairman and Secretary of the Board. Was it coincidence that these five men were all elders of the Presbyterian Church? The committee, which heard also the evidence of the Director of Education, supported Otago's appeal thereby vindicating the principle that there should be teacher-training in each university centre. Despite a favourable reception of the Committee's recommendation by the House, the Minister persisted with his uncompromising attitude and it became evident that what was being done under the guise of economy was in fact a matter of long-standing policy—for at that time the centralising control exercised by the Department was at its height. To-day when the four original colleges, with two opened since, are necessary to maintain the supply of teachers, it is strange to recall that the then Minister of Education told the Legislative Council that the time would come when there would be only one College in New Zealand!

And so in 1933 for the first time in 57 years the doors of the Training College were closed, and 90 Otago and Southland students were compelled to leave their own university centre in order to complete their second year of training. All the Colleges were closed in 1934, but again in 1935 Otago and Southland first-year students were required to proceed to Christchurch. Throughout this period the Board continued to press its case—a case now endorsed by the House for the favourable consideration of the Government, but the Minister and his Department proved adamant. The election towards the end of 1935 saw a change of Government, and the Board's efforts were crowned with success when the decision was made to reopen the College in 1936. Mr. J. A. Moore, who had been transferred to the Inspectorate, was reappointed principal and under his able management the College was soon in full working order with a completely new staff. For the first time the students admitted had not served as pupil teachers or probationers.

It was soon evident that the College was too small, and the depression having passed, the Board lost no time in applying for a grant for a new College. The Minister of Education (Hon. Peter Fraser) was favourable, and the plans as prepared by the Board's architectural staff, after consultation with the College staff, were approved. The site selected was that portion of the Dunedin North Intermediate School site on the north side of the Leith facing Union Street. Although small, it was immediately opposite the Logan Park playing fields and the University Oval. In the early stages it was proposed to build also a new Normal School on the site as the old idea that college and school should adjoin still persisted. However, it was Mr. Moore who pointed out that the five minutes' walk to the existing



Normal School was no objection and so the site was saved from being overcrowded with buildings. To-day the new George Street Normal School is still further away. The contractors made such good progress that the foundation stone was laid on 29th October, 1938, by the Minister of Education, and the students moved into the new building at the commencement of the third term 1939, which day coincided with the outbreak of World War II. For this reason, too, the Minister could not attend the official opening which had been fixed for 11th September, 1939, and this, very appropriately, was performed by Mr. James Wallace, the chairman of the Board. The new building, of pleasing design and a distinct asset to this part of the town, comprises assembly hall, physical instruction hall, an extensive library, adequate common rooms, and a lecture room for each lecturer. The cost was £37,145.

Mr. Moore retired at the end of 1940 having enjoyed the working conditions of the new building for a year and one term. His 18 years as principal and inspector were marked by his scholarly attainments, his decision of character, and his powers of judgment and appraisal. Not the least of his accomplishments was his marvellous memory for names and the subsequent history of his students.

The fifth principal was Ernest Partridge, M.A., who had been born and educated in Otago but had acted as headmaster and inspector in other districts, his last position being that of Senior Inspector, Southland. Prior to this he had had a year overseas under a Carnegie grant, studying in particular teacher training methods in other countries, this being the subject of a comprehensive report to the Education Department. Mr. Partridge brought to this key position all his vision, enthusiasm and experience with the object of ensuring that every student should make the most of his opportunities. New courses introduced were the homecraft course in 1943, ex-servicemen's courses after the war, and since 1949 a special course for short-term trainees. The College library was reorganised and placed under a trained library staff. The activities of over 500 students had to be fitted into a building planned for 350. All this demanded high administrative qualities and much time and thought, yet Mr. Partridge found time to be a member of eight educational bodies including the University Council. Mr. Partridge's retirement in February, 1950, marked the close of nine years' hard work and conscientious thoroughness during one of the most difficult and changing periods in the history of the College. Before leaving office, Mr. Partridge completed a review of developments during the years of his principalship, and this has been bound with the Board's annual reports for 1949.

James W. Armstrong, M.A., Dip.Ed., who had ably and acceptably filled the position of vice-principal for 14 years, was appointed the sixth principal. Once again an Otago man was chosen—one who had made his mark in the teaching profession



both as a teacher and as a prominent member in teachers' and educational organisations. To be Otago trained has always been an asset to a teacher and under Mr. Armstrong's direction the former high standard is being fully maintained, and college life even more richly developed.

Now that college students do not require to take university classes, there is no longer a close link between College and University. When all college students took university classes there was naturally a dual interest and perhaps a divided loyalty. With the College now complete in itself both socially and academically there has gradually developed a distinct college spirit.

In 1951 the College celebrated its 75th anniversary, the historical material in the souvenir booklet being prepared by Mr. D. Herron who had been a student of the College.

When the College opened in 1876, there were 22 students and a full-time staff of two. The total expenditure on salaries and bursaries was £1,800. To-day in its eightieth year there are 438 students, a permanent staff of 30, while the annual expenditure amounts to £180,000.

#### **Accommodation for Students—Carrington Hall**

For many years the Board had in view the provision of a hostel for Training College students. With the aid of a grant from the Department a site was secured fronting Great King and St. David Streets. The site was held until the depression of the 'thirties when the Department intimated that it was not now Government policy to build hostels for students and that therefore the site should be sold. The site was subdivided into building sections all of which were disposed of at public auction. Although a hostel did not eventuate, the whole transaction did good to this part of the town in that derelict buildings were replaced by modern homes.

With the return of students from World War II—both University and Training College—there was from 1944 onwards a shortage of suitable accommodation. The Stuart Residence Halls Council brought some relief by the use of a building it had purchased in Cumberland Street together with the top floor of the old Training College which the Board had made available. In 1944 the secretary of the Board, without explicit authority from any educational body but in the confidence that either the University Council or the Education Board would take the premises over and sponsor an application to the Government for a free loan, purchased at auction the Halsted property for £6,200. This comprised a substantial brick residence situated on a three-quarter acre section with frontages to both Queen Street and Heriot Row. This was followed by the purchase of two other properties in Heriot Row and the erection of a new building between Halsted House and Queen Street for women students.



It was the first residential hall in New Zealand for both men and women students and the experiment has proved to be an unqualified success. Both Training College and University students are accepted, as it was felt that students of all faculties were necessary if a residential hall were to fulfil its true function. From its inception the Board placed the management of the hall in the experienced hands of the Stuart Halls Council in the knowledge that a residential hall, as distinct from a hostel, would be developed, taking its place as it has, alongside the older residential halls.



## CHAPTER 8

### SOME OUTSTANDING PERSONALITIES IN THE BOARD'S FIRST HUNDRED YEARS

#### JAMES WALLACE, O.B.E.

Board Member 1913-1946, Chairman 1918-1946

UNDOUBTEDLY the "Grand Old Man" of education in Otago's first century was James Wallace. Even the stark list of his achievements in public service is almost incredible. He was for 30 years (1905-1935) a member of the George Street School Committee and many times chairman. He was a foundation member and later a life member of the School Committees' Association. He was for 33 years (1913-1946) a member, and for 28 years (1918-1946) chairman, of the Otago Education Board. For some years he was a member of the Board of Governors of the King Edward Technical High School. From 1922 until 1946 he was a member of the Otago University Council and from 1933 its treasurer. He was for 33 years clerk of the Deacons' Court of First Church and for many years an elder. He gave many years of service to the Burns Club and to the Master Printers' Association and was president of both. He ran a successful business. Add to that the fact that he was frail of body and did not enjoy the best of health, and you have the picture of a man whose accomplishments are to be marvelled at.

James Wallace was born in Dunedin in 1865, educated at the Normal and Otago Boys' High Schools and trained for the printers' trade. For 50 years he was principal of the Crown Print Company.

Although he had three loves, the Kirk, Education and the Burns Club, it is for his work in the field of education that he will be remembered. He was a frank and outspoken chairman, with firm control from the chair. He had a wide knowledge of education, and once convinced of the rightness of a cause, he was a determined and tenacious, though always a fair, fighter. His battle for the re-opening of the Teachers' Training College after it was closed in 1931 will long be remembered. His interviews with successive Ministers of Education were often grimly frank discussions, but never aggressive or venomous, and all came to have a keen admiration for this frail little man with the ability, the logic, the sincerity and the enthusiasm to hold his own with the ablest of them. He made a host of friends, but no



enemies. The teachers of Otago were "his" teachers. He knew them all—their strengths and their weaknesses. To them he was always accessible, and many a teacher troubled, or in trouble, left his office at the Crown Print comforted and helped. If the teacher had been foolish, his reproof was kindly, his advice excellent. If he was convinced that a teacher had a cause for feeling aggrieved, he became that teacher's champion. His Board had supreme confidence in his leadership and he was returned to the chair unopposed time and time again. In the field of higher education his wide experience, deep knowledge of educational administration and sound judgment, combined with his Scots cannyness, made him an invaluable councillor and adviser.

To his beloved Kirk and Burns Club he brought the same qualities. In his business he was honourable and widely respected. In 1938 he was honoured by the King, and became James Wallace, O.B.E. For over a quarter of a century he dominated the Otago educational scene and he died in the fullness of years, warmly respected and widely beloved. He epitomised the finest qualities of the Scottish pioneer—love of Kirk, Education and of Burns.

#### JOHN IRA FRASER, M.B.E., LL.B. (1946-)

John Ira Fraser was born at Hawea Flat in 1888. He was educated at several primary schools in Otago, at the Otago Boys' High School and at Nelson College, after which he studied law at the Otago University, obtaining his LL.B. degree in 1911. After obtaining his degree he practised law in Naseby and Ranfurly from 1913 to 1952.

During his time in this district he was an executive member of most of the local civic organisations and sporting bodies and it was inevitable that education became one of his interests. He was elected to the Otago Education Board in 1942 as a member of Central Ward. On the retirement of Mr. James Wallace in 1946, Mr. Fraser became chairman of the Board, a position he has filled with distinction ever since. For anyone to follow in the footsteps of James Wallace was a difficult task, but Mr. Fraser's wide knowledge of education, his keen legal brain and his sound chairmanship have enabled him to give the required leadership to the Board during the last 10 years. He has directed its policy with skill and understanding, and his legal ability has enabled him to handle administrative problems and to discuss these where necessary with departmental officers on equal terms. In 1955 Her Majesty recognised his services by awarding him the M.B.E.

Since 1946 Mr. Fraser has been a member of the Otago University Council where his talents again proved of great use to that body. In 1954 he was appointed a member of the New



Zealand University Senate, but resigned this year on account of ill-health.

He has been a member of the Otago High Schools' Board since 1954.

His genial personality, his sound judgment, and the interest he always took in their welfare have endeared him to teachers throughout the province and won for him their lasting respect.

### JOHN McGLASHAN (1856-1861)

John McGlashan was born in Cowgate, Edinburgh on 7th November, 1802. He was educated at Edinburgh High School and later studied law, being admitted as a solicitor in the Supreme Court of Scotland. In October, 1847, he became secretary, in Edinburgh, of the Otago Association and from that date until he sailed for New Zealand in 1853 he worked zealously in the interests of recruiting settlers for the new settlement. He arrived at Dunedin in the *Rajah* on 4th October, 1853.

On 17th December, 1855, the Otago Provincial Council appointed him chairman of a commission "to inquire into and consider what system of education should be adopted by the province" and on 5th March, 1856, he introduced into the council, and had passed nine days later, an Education Ordinance setting up a Central Board of Education, as well as providing for the constitution of school committees. These latter were to consist of seven persons elected by the ratepayers and three nominated by the Central Board. This Ordinance destroyed the exclusive control of education by the Church. It stated, however, that religious teaching was not to be at variance with the doctrines of the Church. The Superintendent of the Province, Captain Cargill, became the first chairman of the Board and McGlashan its first secretary.

During his term of office 20 schools were opened by the Board throughout Otago. The whole of McGlashan's term was marked by discussions, often acrimonious, regarding the exact place of religion in schools, and McGlashan, against whom accusations of procrastination in implementing policy were levelled, was finally, with the advent of a new chairman, James Macandrew, removed from office. In his place Mr. J. Hislop was appointed to the combined office of Secretary and Inspector of Schools to a Board, itself re-constituted under an amending Education Act of 1860.

Of McGlashan's regime it can be said that two features were outstanding—the number of schools built and the setting aside, in 1859, of large educational land endowments for schools, a high school and a college.



JOHN HISLOP, LL.D., F.R.S. (Edin.)  
Secretary and Inspector, Otago, 1861-1877  
Secretary for Education, N.Z., 1878-1886

When the Otago Education Board was formed, one of its earliest acts was to write to Scotland for a number of competent teachers. As a result four teachers, Messrs. Alex. Livingstone, Colin Allan, Adam Wright and John Hislop, arrived at Port Chalmers in October, 1856, on the *Strathmore* and were posted respectively to schools at Dunedin, Port Chalmers, Green Island and East Taieri. Hislop, a highly-qualified graduate of Edinburgh University, was to leave his mark on the New Zealand education system. In 1861, on the removal of McGlashan from office, Hislop was appointed Secretary and Inspector of Schools to the Education Board of Otago, a position he held with credit until his promotion in 1878, after the abolition of Provincial Governments, to the secretaryship of the Education Department, an office somewhat equivalent to Director of Education to-day.

Of his work in Otago it is sufficient to state that at the end of his regime there were 134 schools, 323 teachers, and an average attendance of 12,619 all being administered at a cost of 1/8<sup>3</sup>/<sub>4</sub>d. per scholar per annum for "management". In addition Boys' (1863) and Girls' (1871) High Schools had been opened, a School of Art established (1870), a Normal School for the training of teachers set up (1876) and a University established (1869-73)—no mean series of accomplishments for a province not yet 30 years old. The teaching staff, though using more pupil teachers than any other Board, or perhaps because of that, was rather better paid than in any other province in the colony.

At a national level, Hislop had, with Hon. Mark Cohen, helped Sir Charles Bowden to draw up the Education Act of 1877. He became its first administrator and succeeded remarkably in changing several separate provincial systems into one national system, while yet maintaining the maximum co-operation of the Education Boards. He had to stabilise the financial aid to Boards at a fair and equitable level—not an easy task. He had many major difficulties, for, with the setting up of the national system, the struggle for power between the Boards and the Department began—a struggle which has gone on ever since and is not yet ended. In 1878 he assisted the Rev. W. J. Habens (first Inspector-General of Schools) to draw up a uniform national system of education with infant room and six standards, and with detailed "syllabus of instruction" for each subject at each level. The inspectors, under this system, had to "pass" or "fail" every pupil, and the result was a "race for percentage of passes" which held inspectors, teachers and pupils in bondage for over a quarter of a century. But it was the system of the times. Hislop had much to do, also, with the establishment and administration of the early salary scales, with



the beginnings of technical education and with the establishment of the national education system.

After his retirement in 1886 he returned to Dunedin, and was for a short time a member of the Otago Education Board (circa 1887-8).

He was a very able and tactful administrator and his high character and practical wisdom, combined with his engaging personality, secured him the esteem and confidence of all with whom he associated.

#### PATRICK GUNN PRYDE (1869-1910)

Mr. P. G. Pryde was another of those gentlemen who devoted most of his life in service to the Otago Education Board. His total years of service was 41, made up of nine as assistant to the Board's secretary, Mr. John Hislop, and just on 32 years as secretary and treasurer of the Board. He commenced with the Board in 1869 and retired in 1910.

Mr. Pryde was born in County Caithness, in the north of Scotland, and was a lad of 16 when he migrated to New Zealand with the sole intention of devoting his life to agricultural pursuits. Two years of great hardship compelled him to abandon his dream and seek other work which he obtained as a cadet in the Education Department of the Otago Provincial Government.

The period during which Mr. Pryde was secretary was not an easy one for the Board nor the teachers. So much influence did Mr. Pryde appear to have in those days that many considered he was the Board. There was an austerity about him that probably kept many from visiting the Board's office to obtain some information, or to make a request. Yet, underneath this apparent sternness was a kindly heart and an eager desire to put visitors at ease and to help wherever he could.

The day he received notice of his appointment as secretary was his wedding day. His bride was a Victorian lady, and in time their family consisted of two sons and two daughters.

For many years Mr. Pryde was a devoted office-bearer of Knox Church.

#### SAMUEL MORGAN PARK (1911-1926)

Samuel Morgan Park was born in Dunedin on 30th June, 1861, and educated at the Old Stone School, Union Street, of which he was dux in 1874. He entered the Provincial Government's service in 1875 as a cadet in the Education Office under John Hislop. On the abolition of the provinces he was transferred to the service of the Education Board. He was chief clerk from 1890 to 1910, during P. G. Pryde's secretaryship, and became secretary in 1910 on Mr. Pryde's retirement. He entered on his period as secretary with the experience gained under his



two predecessors, Hislop and Pryde, and for the next 16 years filled the position with distinction. Mr. Park's thoroughness and capacity for work were proverbial.

His tactful and efficient guidance of the Board's affairs during a period of greater centralisation did much to uphold the prestige of the Board and the importance of local control in education. Mr. Park's value as the Board's chief executive officer was greatly enhanced by his unique personal knowledge of the history and progress of primary education in Otago, covering a period of 51 years. That Mr. Park had likewise endeared himself to both teachers and school committees was evidenced by the numerous felicitous expressions which were tendered by speakers at the several farewell functions arranged in his honour. Throughout his career Mr. Park set a high standard in good English and penmanship and for a number of years he was a teacher of these subjects at the evening classes of the Technical School. Mr. Park was an office-bearer of Knox Church and for many years was clerk of the Deacons' Court.

#### G. W. CARRINGTON (1926-1946)

George W. Carrington was born at Taieri Beach and educated at the Arthurlton and Pine Hill Schools.

After leaving school he studied accountancy, being admitted a member of the Institute of Accountants in 1907, and of the New Zealand Society of Accountants on its incorporation at a later stage. He commenced work with the Trustees Executors Company in 1902, and in 1906 joined the staff of the Otago Education Board, remaining there for the next 40 years. For the latter half of this period he was secretary. He was an able administrator who knew all there was to know about the administrative side of primary education, and a great deal, also, of the pedagogic side. Many a young teacher owed much to his sympathetic advice and guidance. One speaker, at a farewell to him tendered by the Otago Branch (N.Z.E.I.), summed his work up by remarking, "He never broke a regulation, but it was amazing how far he could bend one, if he thought the interests of pupils or teachers demanded it!" He had a full realisation of the good work of school committees, and established with them that cordial relationship which resulted in the fullest co-operation on their part.

Mr. Carrington will be remembered best, possibly, for the interest he took in student accommodation. He was chairman of St. Margaret's Residential College Board for many years, and of the Stuart Residential Halls' Council, while it was his drive which led to the establishment of Carrington Hall (which deservedly bears his name). He will be remembered, too, for his part, with James Wallace, in the fight to retain the Dunedin Training College, when it was closed during the depression.



After his retirement, Mr. Carrington served as a Board member for four and a-half years as one of the representatives of Central Ward.

Mr. Carrington's activities were not confined to education. He served and was wounded in World War I. For many years he was a leading advocate for improvements in the St. Leonards district, where he then lived. He was an active member of the Presbyterian Church, which he served in a number of administrative capacities. He, with Mr. C. R. McLean, was largely responsible for organising the Children's Court at the Dunedin Exhibition of 1925-26. He was recipient of a 1935 Coronation Medal. At present he is farming near Palmerston with his son.

### C. R. McLEAN (1947-1954)

Mr. C. R. McLean was born at Green Island and educated at Green Island and Dunedin Normal Schools. After leaving school Mr. McLean worked for six years in commercial offices. He joined the Otago Education Board in 1911 as record clerk, and after service as assistant cashier, cashier and accountant, he was, in 1920, appointed secretary of the Otago High Schools' Board, a position he held until 1946. In 1947 he returned to the Otago Education Board as secretary, a position he occupied with credit until his retirement in 1954. During his term the office administration system was reorganised on more modern lines.

As a member of a special sub-committee of the Education Boards' Association, Mr. McLean played an important part in the framing of a uniform staffing and salary scale and conditions of employment for Education Board officers, and it fell to him to put into effect the new staffing schedule in the Board's office.

He left New Zealand with the Main Body in World War I and was wounded at Gallipoli. On his return he had the distinction of being the first secretary of the Dunedin R.S.A. and steered the association through its early years until it was in a position to appoint a paid secretary. He maintained his interest in R.S.A. work, becoming president of the Dunedin Association in 1943. Later he became district vice-president for Otago and Southland, and was awarded the N.Z.R.S.A. Gold Star Badge for meritorious service.

Mr. McLean took a keen interest for many years in Knox Presbyterian Church, serving as clerk of the Deacon's Court for 18 years and as a member of the Presbyterian Church Board of Property for a number of years. He is a past chairman of the N.Z. Institute of Secretaries, and was one of the first vice-presidents of Heritage (Otago). Since his retirement he has acted as secretary to St. John Ambulance Association.



## RONALD FRANCIS PHILLIPPS (1955-)

Ronald Francis Phillipps, the son of a prominent school teacher and past president of the N.Z.E.I., was born in the Schoolhouse, Awamoko, on 6th September, 1900. He was educated in various primary and secondary schools and studied commerce and accountancy at Otago University.

After a short period as clerk in a wholesale hardware merchant's establishment, and as a shipping and customs clerk, he joined the staff of the Otago Education Board as assistant cashier in 1918. He became accountant in 1926, chief clerk in 1934, assistant secretary in 1949, and secretary-manager in 1955, a position he still holds.

For many years Mr. Phillipps was associated closely with the work of school committees, acting as auditor for the Board, of School Committee Accounts.

During World War II Mr. Phillipps volunteered for duty, entering camp in July, 1940, and remained with the army for three and a-half years, till 1944, filling in turn positions of Quartermaster to 1st Otago Regiment, Adjutant and Quartermaster (N.Z. Temporary Staff) to Otakou Battalion Home Guard, and Quartermaster to 13th Heavy Artillery Regiment.

Mr. Phillipps has represented Otago at hockey and tennis, being a life member of the Kaituna Tennis Club and of the Otago Lawn Tennis Association.

## JAMES RODGER

James Rodger, a member of a well-known building family in North Dunedin, was appointed the Board's architect in September, 1901. He "inherited" many of the old buildings erected during the period of phenomenal growth between 1866 and 1886 when the school roll increased from 3,070 to 22,255 and the number of schools from 51 to 181. In those days orientation to make the most of the sun was not thought of. In Mr. Rodger's time the architect inspected and reported on all maintenance work and this involved much arduous country travelling before the motor car became the normal means of transport. Mr. Rodger had a very kindly nature and did all in his power to ameliorate the inconvenient conditions under which the wives of so many country teachers carried on their housework. Mr. Rodger set a high standard of work and he had the loyalty of a fine body of workmen many of whom remained with the Board until they retired. He was a faithful servant of the Board for 31 years, his retirement taking place in October, 1932. Mr. Rodger was an elder of Knox Church and a member of the council of St. Margaret's Residential College. He was also a member of the Dunedin Bowling Club.



## ARTHUR BRUCE WELCH

Arthur Bruce Welch was educated at the Outram School and the Otago Boys' High School. He served his architectural apprenticeship with Mr. E. Walden and entered the Board's service as draughtsman in January, 1911. He was appointed architect in 1932. A member of the New Zealand Institute of Architects, he was the first trained architect to fill the position. The earlier part of his service covered the remodelling period and in this connection one senior inspector described him as a "wizard". Among difficult remodelling of stone schools carried out by him were North-East Valley, Port Chalmers and Waitati. Quite a number of schools and residences throughout the province are the product of his skill and progressive outlook. His genial nature and unassuming manner made him a very popular officer. He was a well-known sportsman, being equally proficient with gun and rod. During the 1914-1918 War Mr. Welch served in the Royal Navy overseas, and during the Second World War he was naval officer for Otago and Southland area with the rank of Lieut.-Commander. He retired in June, 1945, after 33½ years' service.

## CLIFFORD MUIR (1925 — )

Mr. Muir was educated at the Mornington School, King Edward Technical College, Otago University and the Auckland University College where he obtained his Diploma of Architecture. He subsequently passed the examination for membership of the New Zealand Institute of Architects. After practical building experience with Messrs. Geo. Simpson and Co. he entered the Board's service as draughtsman in January, 1925. He was appointed assistant and acting architect in September, 1939, and architect in July, 1945. Mr. Muir is ranked among the foremost school architects in New Zealand and his progressive ideas are frequently ahead of the Department's financial provision for school buildings which favours standardisation. This has restricted him in doing anything which he would himself consider outstanding. In this connection compare the economy practised on school buildings with the lavish sums spent on hospitals. Among many examples of Mr. Muir's work which have given the Board great satisfaction and earned the gratitude of teachers are Teachers' College, Kensington Primary School, Wanaka Primary School, Women's Hostel at Carrington Hall, New Dunedin North Intermediate School and George Street Normal School. The last-named illustrates his skill in making the most of a difficult site. As a member of the New Zealand Institute of Architects, Mr. Muir has served as councillor and as committee member of the Otago Branch for a number of years. He has been chairman of the Otago Branch and vice-president of the N.Z.I.A. His outside interests include architecture, tennis, chess and woodwork.



## CONCLUSION

THUS ends the story of the first 100 years of education in Otago. In a brief summary such as this, much has had to be omitted that might have been told, but enough has been included, we hope, to show that, through the century, the Otago Board has been fortunate in its members, as in its staffs. Whatever the difference of opinion, the final decisions have been consistently wise ones, and the spirit of the pioneers, with their Scots love of education, has been maintained. Otago, through the century, has built up a proud educational tradition, and the Otago Education Board has played a major part in that building. To those who, over the years, have sacrificed time and energy for education, we can only say "thank you". Their example, and the traditions they established, will long stand as a beacon and an inspiration for the future.



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# OFFICERS OF THE OTAGO EDUCATION BOARD

APRIL, 1956

## *Administrative Division*

R. F. Phillipps	.....	.....	Secretary-Manager
W. A. J. Perry	.....	.....	Assistant Secretary
N. M. Donaldson	.....	.....	Accountant
R. P. Partridge	.....	.....	Staffing and Salaries
A. S. Hancock	.....	.....	Transport and Manual
F. S. Walker	.....	.....	Chief Clerk
N. W. G. Stewart	.....	.....	Buildings Clerk
J. A. Tolerton	.....	.....	Accounts Clerk
Miss J. M. Morris	.....	.....	Cashier
L. G. Brookes	.....	.....	Clerk
D. B. Hamilton	.....	.....	Workshop Clerk
M. E. Brookes	.....	.....	Clerk
Mrs. P. M. Hampstead	.....	.....	Clerk
Miss B. R. McLellan	.....	.....	Clerk
W. E. Wilson	.....	.....	Attendance Officer
Miss F. V. Overton	.....	.....	Correspondence Clerk
I. K. McCabe	.....	.....	Junior Clerk
Mrs. H. H. Goldsmith	.....	.....	Secretary's Clerk-Typist
Miss D. J. Winchester	.....	.....	Clerk-Typist
Miss C. Dickie	.....	.....	Typist
Miss R. V. Davis	.....	.....	Typist
Miss I. Anderson	.....	.....	Typist, Dunedin Teachers' College
Miss M. T. Bowler	.....	.....	Typist, Dunedin Teachers' College
H. Medlin	.....	.....	Caretaker

## *Architects and Buildings Division*

C. Muir	.....	.....	Architect
G. H. Spencer	.....	.....	Assistant Architect
J. Fathers	.....	.....	Architect's Assistant
R. L. Dohig	.....	.....	Draughtsman
R. C. Dalziel	.....	.....	Draughtsman
R. C. Shaw	.....	.....	Draughtsman
Miss S. A. Devine	.....	.....	Assistant, Draughting Office
W. C. R. Murdoch	.....	.....	Chief Buildings Supervisor
A. Jenkins	.....	.....	Buildings Supervisor
J. I. Rodger	.....	.....	Buildings Supervisor
J. Smith	.....	.....	Workshop Manager
J. D. Cunningham	.....	.....	Workshop Foreman



## APPENDIX I

### PUBLIC SCHOOLS DURING BOARD'S FIRST YEAR, 1856

District	Teacher	Salaries	Fees	Aver Attend.
Dunedin	A. Livingston, Rector	£250	£145/19/10	101
	A. Livingston, Assnt.	£100		
	Miss M. Dodds, Assnt.	£100*	£43/16/2	14
East Taieri	John Hislop	£100	£40/10/8	36
Green Is. Bush	Adam Wright	£100	£32/0/0	20
Port Chalmers	Colin Allan	£100	—	31
Tokomairiro	Alex. Ayson	£100	£20/17/5	34

\* Plus rent allowance £24.

### A TABLE GIVING IN DECADES THE STATISTICS RE NUMBER OF SCHOOLS, TEACHERS AND ATTENDANCES

Year	No. Schools	No. Teachers	Attendance
1856-7	5	7	236*
1866	51	71	3,070*
1876	165	329	13,537*
1886	181	510	22,255*
1896	218	554	22,091*
1906	229	571	18,995*
1916	261	754	21,880†
1926	252	752	20,949†
1936	234	657	18,777†
1946	188	741	17,462†
1956	171	791	24,835†

\* Based on end-of-year roll.

† Based on average roll.

The roll in December, 1890, was 22,782, and that number was not reached again until 1954—64 years later.



## APPENDIX II

### OTAGO PUBLIC SCHOOLS IN ORDER OF ESTABLISHMENT

To the end of Provincial Period, 1877

School	Year	School	Year
Dunedin	1856	Kaitangata	1866
Green Island	1856	Waipori	1866
East Taieri	1856	Bluespur	1867
Port Chalmers	1856	South Akatore	1867
Tokomairiro	1856	Pleasant River	1867
Portobello	1858	Papakao	1867
N.E. Valley	1858	Waitepeka	1868
Anderson's Bay	1858	Lower Harbour	1868
Wakari	1858	Upper Harbour	1868
West Taieri	1858	Wetherstones	1868
South Clutha	1858	Tapanui	1868
Inch Clutha	1858	Awamoko	1868
Warepa	1858	Hillend	1868
Moeraki Bush	1859	Blacks	1868
Waiholā	1859	Moa Flat	1868
N.E. Harbour	1860	Southbridge	1868
North Taieri	1860	Industrial School	1868
Waikouaiti	1860	Mimiha	1869
Goodwood	1860	Waiareka	1869
Caversham	1861	Merton	1869
North Dunedin	1862	Wangaloa	1869
Oamaru	1862	Te Hawea	1869
Taieri Beach	1862	Shag Valley	1869
Saddle Hill	1863	Tomahawk	1869
Waitahuna	1863	Cardrona	1870
Glenore	1863	Macetown	1870
South Dunedin	1864	Moeraki	1870
Blueskin	1864	Tuapeka Mouth	1870
Brockville	1864	Sawyers Bay	1870
Hampden	1864	Owaka Flat	1870
Kuri Bush	1864	Lower Shotover	1870
Kaihiku	1864	Drybread	1870
Lake Waipori	1864	Mount Cargill	1870
Otepopo	1864	Greytown	1870
North Tokomairiro	1864	Adams Flat	1870
Alexandra	1864	Albert Town	1870
Arrowtown	1864	Brighton	1870
Clyde	1864	Highcliff	1870
Lawrence	1864	Kakanui	1870
Queenstown	1864	Mosgiel	1871
Bath Street	1864	Tuturau	1871
Cromwell	1865	Clarks Flat	1871
Teviot	1865	Tuakitoto	1871
Nokomai	1865	Sandymount	1871
Palmerston	1865	Manuka Creek	1871
Balclutha	1865	Roslin	1871
Port Molyneux	1865	Gummies Bush	1871
Mount Ida	1865	Flints Bush	1871
Hamilton	1865	Wallacetown	1871
Mornington	1865	Woodlands	1871
Stafford Street	1865	Riverton	1871
Benevolent Institution	1865	Long Bush	1871
Popotunoa	1866	Waianiwa	1871
St. Bathans	1866	Winton	1871
Maungatua	1866	One Tree Point	1871



School	Year	School	Year
Bluff .....	1871	Ida Valley .....	1874
Forest Hill .....	1871	Invercargill District .....	1874
Grove Bush .....	1871	Kensington .....	1874
Mabel Bush .....	1871	Maerewhenua .....	1874
Beaumont .....	1872	Mataura Bridge .....	1874
Brimm's Point .....	1872	Oteramika .....	1874
Evans Flat .....	1872	Stewart Island .....	1874
Groper's Bush .....	1872	Waikaia Flat .....	1875
Inch Valley .....	1872	Maheno .....	1875
Kyeburn .....	1872	Roslin Bush .....	1875
Oamaru North .....	1872	Stony Creek .....	1875
Orepuki .....	1872	Taiaroa Heads .....	1875
Purakanui .....	1872	Beaconsfield .....	1876
Taieri Ferry .....	1872	Dunedin Normal	
Walton .....	1872	(W. S. Fitzgerald) .....	1876
Waikiwi .....	1872	Fairfax .....	1876
Bannockburn .....	1873	Kingston .....	1876
Clifton .....	1873	Lovell's Flat .....	1876
Havelock .....	1873	Ravensbourne .....	1876
Invercargill .....	1873	Riverton South .....	1876
Kawarau Gorge .....	1873	Table Hill .....	1876
Limestone Plains .....	1873	Tuapeka Flat .....	1876
Millers Flat .....	1873	Taeneraki .....	1876
Oreti .....	1873	Toe Toes (Fortrose) .....	1876
Outram .....	1873	Wild Bush .....	1876
Pine Hill .....	1873	Blueskin North .....	1877
Pukeuru .....	1873	Broad Bay .....	1877
Welchman's .....	1873	Glenkenich .....	1877
Ahuriri .....	1874	Livingstone .....	1877
Blackstone .....	1874	Oamaru South .....	1877
Clinton .....	1874	Waikaka .....	1877
Dunedin North .....	1874	Wairuna .....	1877
Edendale .....	1874	Wyndham .....	1877

This includes many schools now in Southland area.



## APPENDIX III

### OTAGO EDUCATION BOARD CHAIRMEN

Wm. Cargill .....	1856-1859	Mark Cohen .....	1896
James Macandrew .....	1860	Donald Borrie .....	1897
J. L. C. Richardson .....	1861-1862	Dr. W. M. Brown .....	1898
John Hyde Harris .....	1863-1865		Part of 1899
Thomas Dick .....	1866-1867	John J. Ramsay .....	part of 1899
James Macandrew .....	1868-1877	Henry Harraway .....	1900
Donald Reid .....	1878	Rev. P. B. Fraser .....	1901
James Green .....	1880-1881	William Snow .....	1902-1903
Professor Shand .....	1882-1884	Donald Borrie .....	1904-1905
Michael Fraer .....	1885-1886	Thos. MacKenzie, M.H.R.	1906-1907
Dr. Brown .....	1887	Hon. Thos. Fergus .....	1908-1910
Henry Clark .....	1888-1889	Andrew McKerrow .....	1911
John MacGregor .....	1890	Jas. Mitchell .....	1912-1913
Michael Fraer .....	1891-1892	Geo. C. Israel .....	1914-1915
Donald Borrie .....	1893	David T. Fleming .....	1916-1917
James Green .....	1894	James Wallace .....	1918-1946
Henry Clark .....	1895	John Ira Fraser .....	1947 —

### OTAGO EDUCATION BOARD SECRETARIES

John McGlashan .....	1856-1860	George W. Carrington	1926-1946
John Hislop .....	1863-1877	Charles R. McLean .....	1947-1954*
Patrick G. Pryde .....	1878-1910	Ronald F. Phillipps .....	1955-*
Samuel M. Park .....	1910-1926		

\* Secretary-Managers.

### OTAGO EDUCATION BOARD SENIOR INSPECTORS

John Hislop .....	1861-1875	G. Overton, B.A. ....	1936
D. Petrie, M.A. ....	1876	T. A. Morland, M.A. ....	1938
P. Goyen, M.A., F.I.S. ....	1894	R. R. Hunter .....	1943
C. R. Richardson, B.A. ....	1911	R. W. D. Maxwell, M.A. ....	1946
T. R. Fleming, M.A., LL.B. ....	1917	J. G. Hall, M.A. ....	1950
F. G. A. Stuckey, M.A. ....	1926	A. G. Linn, M.A. ....	1956
W. A. Service, M.A. ....	1933		

### OTAGO EDUCATION BOARD ARCHITECTS

John Somerville .....	1878	A. B. Welch .....	1932
James Rodger .....	1901	C. Muir .....	1944



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